DOCUMENT RESUME

ED 037 218 JC 700 085

AUTHOR Snyder, Fred A.; Blocker, Clyde E.
TITLE A Profile of Non-Persisting Students: A Description of Educational Goals and Achievements, Activities, and Perceptions of Non-Graduates, Spring 1969. Research Report No. 3.
INSTITUTION Harrisburg Area Community Coll., Pa.
PUB DATE 70
NOTE 67p.

EDRS PRICE EDRS Price MF-$0.50 HC-$3.45
DESCRIPTORS Academic Achievement, Cocurricular Activities, *Dropout Characteristics, *Dropout Research, Goal Orientation, *Junior Colleges, *Persistence, *Student Opinion
IDENTIFIERS *Pennsylvania

ABSTRACT

This report is the third in a series of studies conducted to provide information about the characteristics, achievements, perceptions, and activities of current and former students of Harrisburg Area Community College. Included is a description of matriculants who have discontinued their attendance without having earned an associate degree or certificate. Findings were examined according to certain demographic, academic, and achievement characteristics of the respondents who were asked to rate each of 13 possible reasons for withdrawing from the college. Approximately 30% of the students indicated positive reasons (their objectives had been completed); about 25% indicated negative reasons (there were barriers to continuance); and about 50% indicated neutral reasons. The four most frequently specified reasons were (1) to attend another college, (2) to enter the armed services, (3) to become employed, and (4) objectives completed. (Author/MC)

ED037218

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A PROFILE OF NON-PERSISTING STUDENTS

A Description of Educational Goals and Achievements, Activities, and Perceptions of Non-Graduates, Spring 1969

Research Report No. 3

Fred A. Snyder
Director
Research and Community Resources

Clyde E. Blocker
President

Harrisburg Area Community College
3300 Cameron Street Road
Harrisburg, Pennsylvania 17110

Copyright, Harrisburg Area Community College, 1970.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY HARRISBURG AREA COMMUNITY COLLEGE, PENNA. TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 23 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 700 085

CONTENTS

Section	Page
LIST OF TABLES	iii
LIST OF FIGURES	v
INTRODUCTION	1
Source of Data	1
Description of the Respondents	3
EDUCATIONAL GOALS AND ACHIEVEMENTS	5
Curricular Enrollments and Academic Success	5
Educational Goals	9
Reasons for Discontinuing Attendance	10
Plans for Further Study at H.A.C.C.	13
ACTIVITIES AFTER LEAVING H.A.C.C.	14
General Activities	14
Employment	17
Continued Educational Activities	18
EVALUATIONS OF THE COLLEGE	22
General Subjects	22
Technical or Professional Subjects	24
Aspects of the Educational Program	26
Recommendation of H.A.C.C.	27
SUMMARY AND IMPLICATIONS	28
REFERENCES	33
APPENDIX	34

LIST OF TABLES

Table		Page
1.	Responses From Matriculants (1964 Through 1966) Who Did Not Earn Associate Degrees by Curricular Groups	35
2.	Sex of Respondents	36
3.	Marital Status of Respondents	36
4.	Age of Respondents (As of December 31, 1969)	37
5.	Previous College Attended Before Entering H.A.C.C., by Sex and by Age of Respondents	38
6.	Date of Last Attendance at H.A.C.C.	38
7.	Number and Percent of Male and Female Respondents by Curricular Groups	39
8.	Comparison of Graduates and Non-Graduates by Curricular Areas	40
9.	Number of Credits Completed Before Withdrawal by Male and Female Respondents	41
10.	Primary Educational Goal Noted When First Enrolled at H.A.C.C. and During Most Recent Attendance at H.A.C.C.	42
11.	Reasons Rated as Very Important for Discontinuing Attendance at H.A.C.C. by Males and Females	43
12.	Reasons Rated as Very Important for Discontinuing Attendance at H.A.C.C. by Curricular Groups	44
13.	Plans to Return to H.A.C.C. for Further Study by Curricular Groups	46
14.	Current Employment Status of Males and Females	47
15.	Current Employment Status of Respondents by Curricular Groups	48
16.	Location of Initial and Current Employment	49
17.	Congruence Between Job and Curriculum	49

LIST OF TABLES (continued)

Table		Page
18.	Initial and Current Salaries Reported by Males and Females Employed Full Time	50
19.	Current Salary Distributions by Curricular Groups	51
20.	Types of Educational Endeavors by Males and Females	53
21.	Types of Educational Activities by Curricular Groups	54
22.	Level of Achievement by Males and Females Who Attended Four-Year Colleges and Universities	55
23.	Level of Achievement at Four-Year Colleges or Universities by Respondents from Career and Transfer Groups	56
24.	Level of Achievement at Four-Year Colleges or Universities by Respondents from Transfer Curricular Groups	57
25.	Ratings of General Subjects as Highly Beneficial by Curricular Groups. Total Number of Raters and Percentage Ratings.	58
26.	Ratings of Technical or Professional Subjects by Selected Groups	59
27.	Ratings of Several Aspects of the Educational Program by Curricular Groups	60
28.	Recommendation of H.A.C.C.	61

LIST OF FIGURES

Figure		Page
1.	Age Distribution for Male and Female Respondents	4
2.	Percentage of Matriculants (1964 through 1966) Who Received Associate Degrees by 1968, by Curricular Areas	7
3.	Distribution of Credits Completed at H.A.C.C. by Male and Female Respondents	8
4.	Activities of Respondents as Percentages of the Respective Male and Female Group	15
5.	Activities of Respondents as Percentages of the Respective Career, Transfer, Developmental, and Special Curricular Groups	16
6.	Current Salaries of Full-Time Employed Respondents as Percentages of the Respective Male and Female Groups	19
7.	Percentage Ratings of General Subjects as Highly Beneficial by Career and Transfer Groups	23
8.	Percentage Ratings of Technical or Professional Subjects as Highly Beneficial by Selected Curricular Groups	25
9.	Percentage Ratings of Aspects of the Educational Program as Superior or Good by Career and Transfer Curricular Groups	26

This report is the third in a series of studies to provide information about the characteristics, achievements, perceptions, and activities of both current and former students of the Harrisburg Area Community College. The purpose of this report is to provide a description of matriculants who have discontinued their attendance for any reason without having earned an associate degree or certificate.

The findings are examined according to certain demographic, academic, and achievement characteristics of the respondents. Tabulations of data are contained in an Appendix to this report. All tables to which references are made are contained in the Appendix. In addition, a number of illustrations are presented in the body of the report to highlight specific findings.

Source of Data

The data for this report were taken from responses by former students to a mailed questionnaire. The questionnaire was mailed during the spring 1969 to each of 1951 students who matriculated on campus during the period from fall 1964 through fall 1966, who had not earned their associate degrees by the end of the fall 1968 semester, and who were not enrolled for classes during the spring 1969 semester. Students who had been enrolled under special arrangements at area hospital schools of nursing and at a local high school were not included in this study. One of the problems involved in mailing the questionnaire to former students was the absence of up-to-date addresses. Through extensive efforts, the number of undeliverable questionnaires was reduced to 285. Of these,

10 had been mailed to former students who were now deceased. In all, 860 usable questionnaires were received from a deliverable population of 1666 former students, for a 51.6 percent response.

Except for developmental students and engineering students, all curricular groups were evenly-represented, with the respondents comprising from 41.0 percent to 57.7 percent of respective matriculant groups (Table 1). Developmental students were under-represented (29.3%) and engineering students were over-represented (73.0%).

As a result of the procedures used in the selection of the population for this study, a number of former students who had earned associate degrees were inadvertently included, and 54 respondents had received associate degrees from H.A.C.C., usually following spring 1968. A survey of the responses of these graduates showed that their personal characteristics differed little from those of the non-graduates. Several differences in their activities and perspectives can be noted as follows: (1) a greater proportion of the graduates were full-time students, and a smaller proportion were serving in military services; (2) a greater proportion were enrolled at four-year colleges or universities; (3) a greater proportion noted earning the associate degree as an educational goal, and of course, that they achieved their educational goal or completed their objective; (4) they rated instruction much higher and indicated greater satisfaction with the College.

Description of the Respondents

The respondents in this study are described according to sex, marital status, age, and a number of educational and academic considerations.

Two-thirds (65.5%) of the respondents were males, and one-third (34.5%) were females (Table 2). Nearly six-tenths (57.8%) of the respondents were single at the time they completed the questionnaire. There was a notable difference between the marital status of male and female respondents. Over six-tenths (63.5%) of the males were single, but less than one-half (47.0%) of the females were single (Table 3).

Table 4 and Figure 1 show data for ages of male and female respondents. On the average, the ages for males and females were about the same; the median ages were 21.8 and 21.6, respectively. Nearly six-tenths of all respondents were age 22 or below, and over eight-tenths were age 24 or below as of December 31, 1969. A noticeable cluster of females were age 30 or older (13.3%).

Two-tenths of the respondents (20.3%) indicated that they had attended either a two-year or four-year college prior to entering H.A.C.C. (Table 5); there was no notable difference between males and females in this respect. However, older respondents, more than younger ones, reported prior attendance at another college. Four-tenths (38.9%) of the respondents who were age 25 or older indicated prior college attendance, whereas only one-sixth (16.2%) of the respondents who were age 24 or younger had attended a college previously.

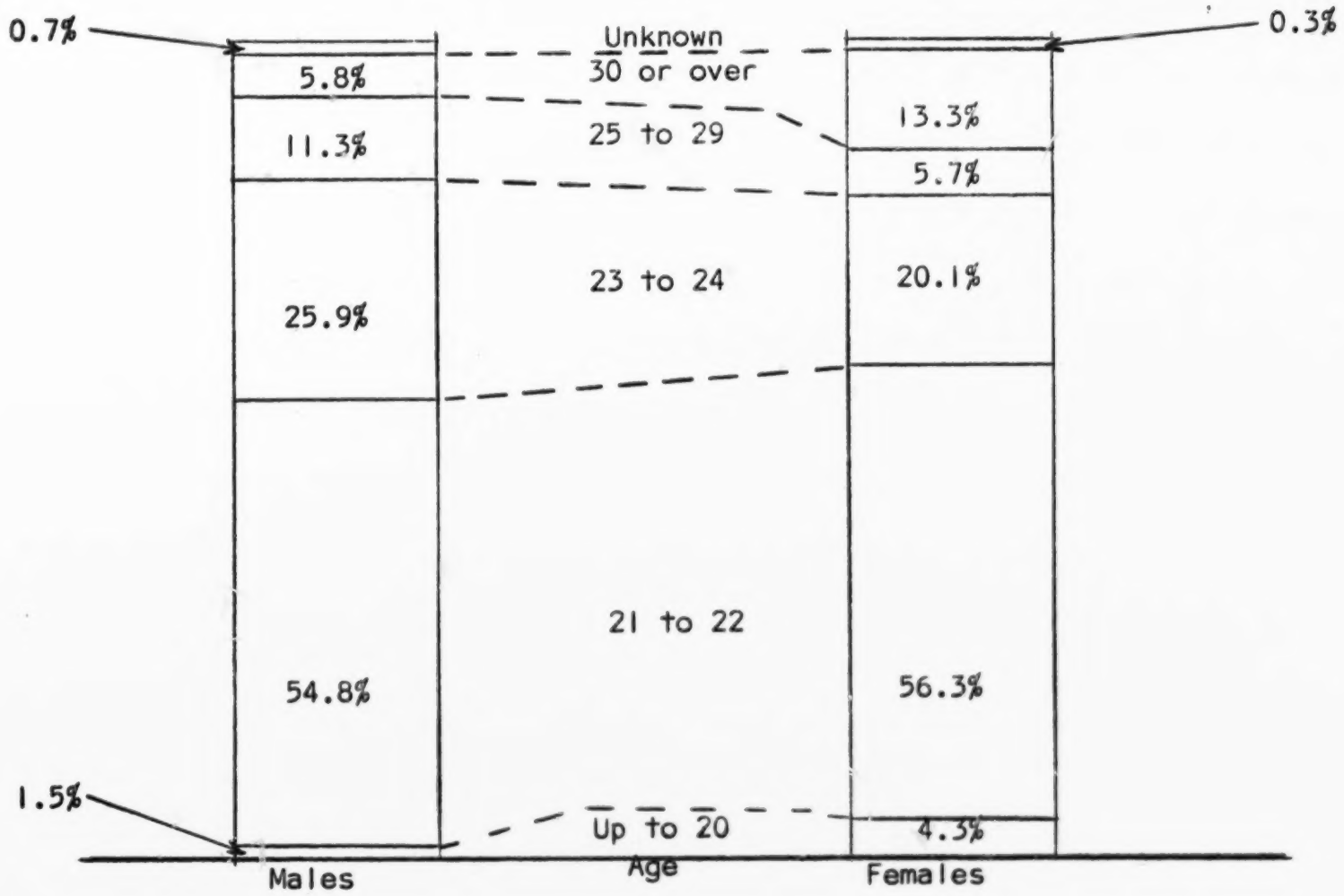

Figure 1. Age Distribution for Male and Female Respondents.

Approximately one-third of the respondents reported last attendance at H.A.C.C. during each of the three periods from (1) 1964 through summer 1966, (2) fall 1966 through summer 1967, and (3) fall 1967 through spring 1969 (Table 6). Ten respondents reported attendance at H.A.C.C. during the spring 1969 semester.

Table 7 shows the number of male and female respondents by the curriculum in which they were last enrolled at H.A.C.C. Nearly three-tenths (27.8%) of the respondents reported enrollment in career programs, six-tenths (61.1%) in transfer programs, about three percent (2.8%) in

the developmental program, and less than 10 percent (8.3%) in special and other programs. Proportionally, more male students than females were enrolled in career programs, and more females than males were enrolled as special or guest students.

Educational Goals and Achievements

This section contains information about the respondents' attendance at H.A.C.C., to include the extent of their academic success, their educational goals, reasons for discontinuing attendance at H.A.C.C., and plans for further study. These data shed crucial light upon the "drop-out" phenomenon or student attrition and suggest the extent to which these terms are appropriate for students at community colleges, particularly at H.A.C.C.

Curricular Enrollments and Academic Success

Two measures of the academic success of H.A.C.C. students are considered: (1) the proportion of all matriculants who earned associate degrees at the College, and (2) the number of credits completed at H.A.C.C. by non-graduating respondents. Several of the following paragraphs discuss both graduate and non-graduate outcomes for the students who matriculated during 1964 through 1966. Where this is so, information about graduates is taken from an earlier study (Snyder and Blocker, 1969b). Table 8 contains data about the number of graduates and non-graduates by specific curricular areas. In all, there were 2554 on-campus matriculants at the College during the period from fall 1964 through fall 1966. Of that number, 2226 were registered in curricula which lead to an associate degree or certificate. In addition to the 2226, 328 matriculants were enrolled during their last

attendance at the College as developmental students, special students, or guest students. Each of these last three categories represent interim programs that do not lead to a degree.

Overall, nearly one-third of all the matriculants in programs which lead to a degree had received their associate degrees from H.A.C.C. by 1968. Figure 2 shows the proportions of the matriculants who received degrees by 1968 separately for eight curricular areas and for the total career and total transfer areas. A higher proportion of matriculants in transfer areas completed degrees within the designated period (1966-1968) than did those in career areas. Over one-third (36.0%) of the transfer students earned associate degrees, but just one-fourth (25.1%) of the career students earned their degrees. Within career areas, students in secretarial and office studies and police management fared best; nearly one-third (32.8% and 32.9%) of those matriculants earned associate degrees. Just over one-fifth of the students in the engineering technologies (20.1%) and in business career areas (23.2%) earned degrees. Considering students in transfer curricula, those in liberal arts programs (including life sciences, communications and the arts, mathematics and physical sciences, and social sciences) earned degrees at the highest rate; nearly four-tenths (39.3%) earned associate degrees. Students in other transfer programs earned their degrees at rates ranging from about 30 to 34 percent of their matriculant groups.

These data about proportions of matriculants who earned associate degrees must be viewed with several cautions. First,and most important, the matriculant group included both full-time and part-time students.

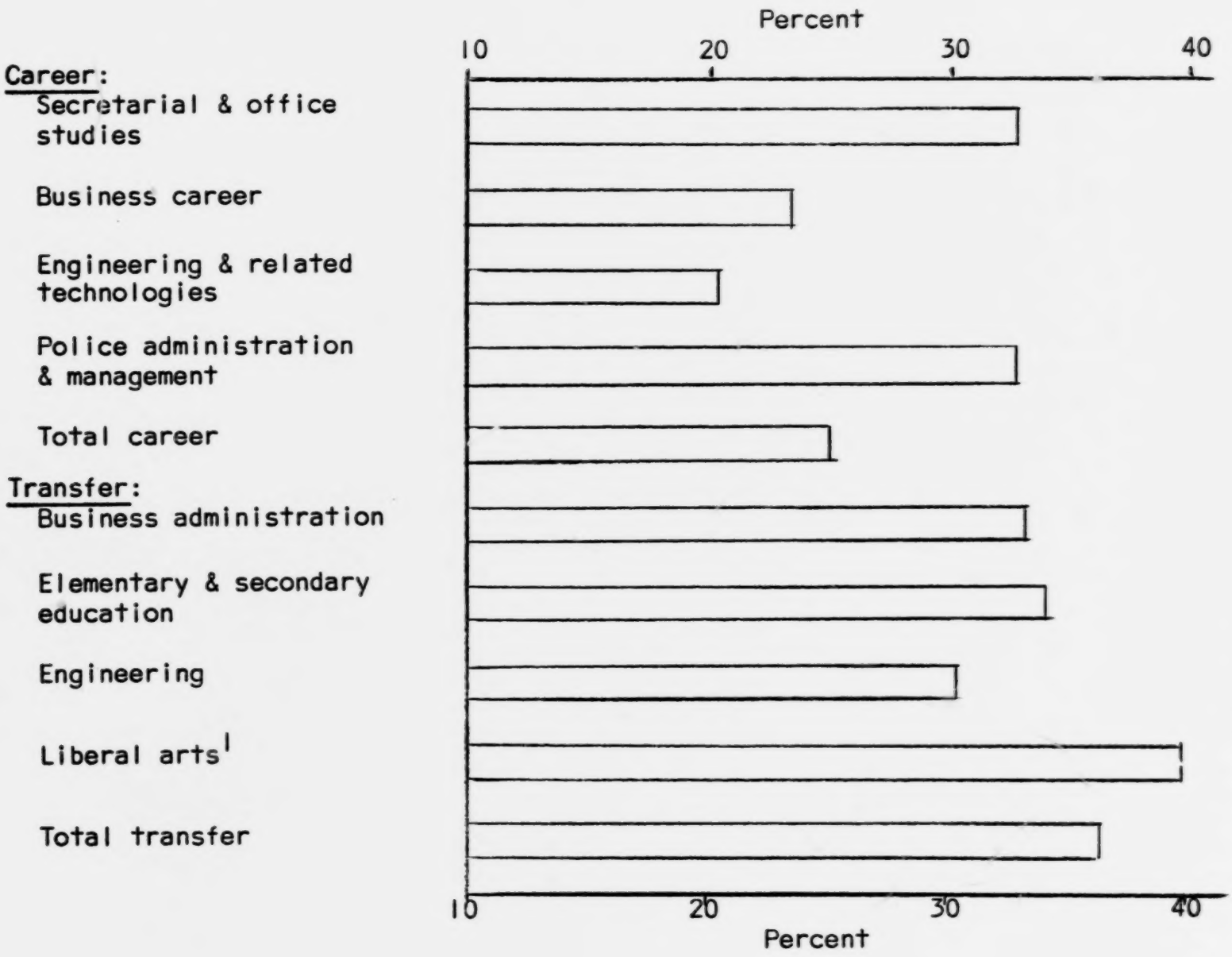

Figure 2. Percentage of Matriculants (1964 through 1966) Who Received Associate Degrees by 1968, by Curricular Areas.

[1] Includes life sciences, communications and the arts, math and physical science, and social science.

It should not be expected that part-time students would earn their degrees in the usual two-year period. Also, many part-time students do not intend to complete requirements for the associate degree; they may feel that they have fulfilled their educational objectives without it. Additional investigation is needed to determine the true rates of

graduation for full-time matriculants at H.A.C.C.

A second and perhaps minor caution is that a number of students matriculated at H.A.C.C. after completing some college work at a previous institution (Table 5). On the other hand, it also should be remembered that a number of students transfer to four-year colleges or universities in their quest for completing bachelor's degree programs without first earning associate degrees. A later section shows the extent to which students transferred to senior colleges before earning associate degrees.

Table 9 and Figure 3 contain the distribution of credit hours completed at H.A.C.C. by male and female respondents. The distribution

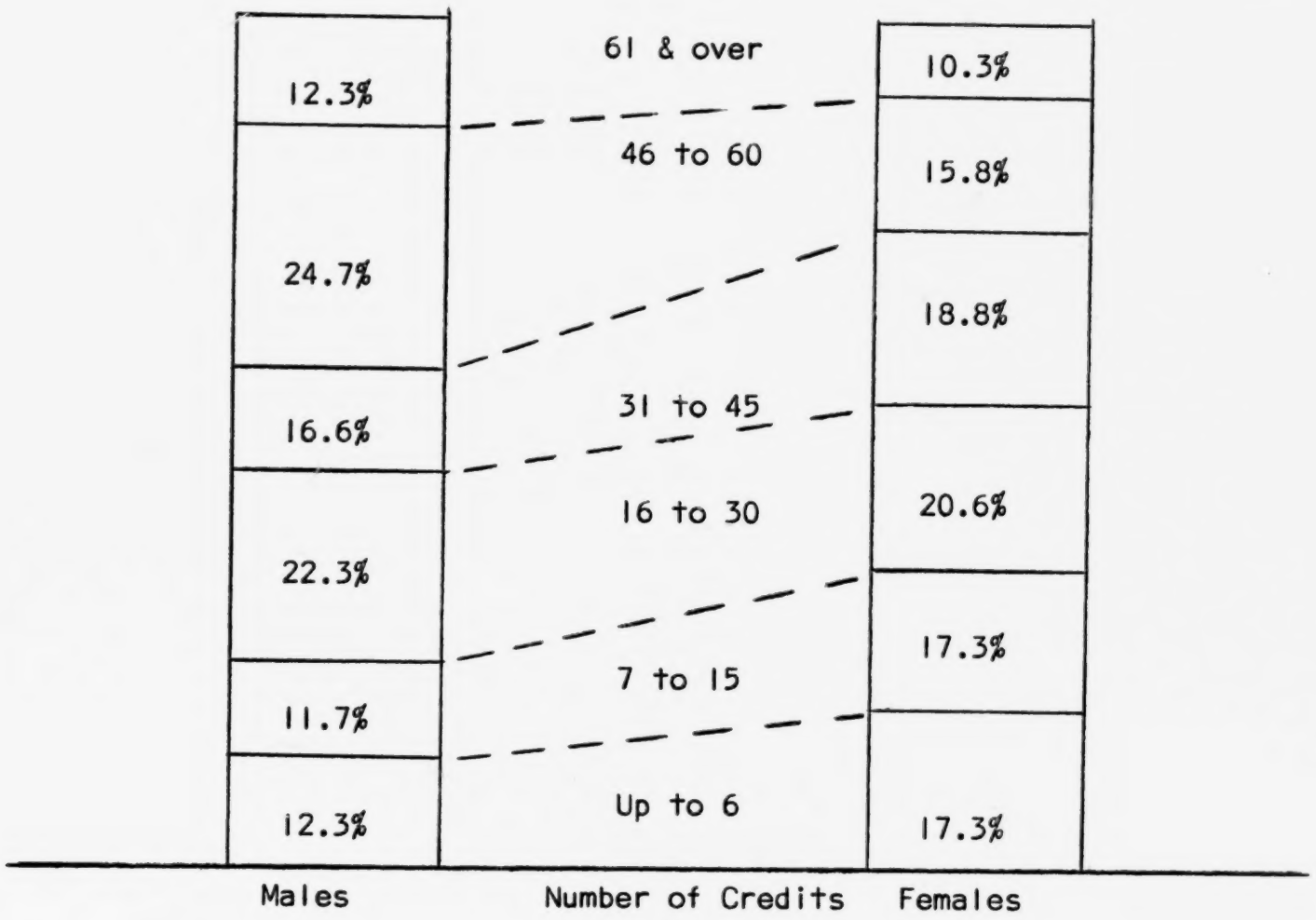

Figure 3. Distribution of Credits Completed at H.A.C.C. by Male and Female Respondents.

has a wide range, with 14 percent of the respondents reported as completing from one to six credit hours, and 12 percent reporting completion of 61 or more. Proportionally more males than females reported completing 46 or more credits at H.A.C.C. On the average, non-persisting male students completed more credit hours than did females, 33.3 to 26.2.

Educational Goals

Respondents were asked to indicate which of several listed educational goals was most important to them when they first attended H.A.C.C. and during their last attendance there. The several educational goals at the time of first attendance and the percentage of respondents who indicated each of them are shown in the tabulation below.

Goal	Percent
Earning an associate or higher degree	68.6
Clarifying educational goals	9.2
General education or self-improvement by taking one or several courses	8.0
Earning a certificate to improve employment or career skills	6.7
Improving learning skills	3.4
Others	4.1

Table 10 contains data for the responses of males and females regarding their original and most recent educational goals at H.A.C.C. Generally, the pattern of responses for goals indicated during the most recent attendance was similar to that for the goals at initial attendance. There was a drop from 68.6 to 64.9 percent indicating the goal of earning an associate or higher degree, and there were

comparative increases in the several non-degree goals. Males were more inclined than females (71.3% and 63.0%) to indicate earning an associate or higher degree as their primary educational goal, and this tendency persisted during the period of their enrollment.

Just one-third (35.3%) of the respondents indicated that they achieved their initial educational goal, and one-half (51.5%) indicated that they had achieved their most recent goal. Does this change indicate a growing congruence of students' expectations and experience? Males, far more than females, indicated lack of achievement of their initial goal, but their indicated achievement of their most recent goal was similar to that for females.

Reasons for Discontinuing Attendance

Respondents were asked to rate 13 possible reasons for discontinuing attendance at H.A.C.C. as "very important," "of some importance," or "of little or no importance." Table II contains frequencies of ratings as very important for each of the several reasons. An individual respondent may have rated more than one reason as very important. In all, 860 respondents rated 1290 reasons as very important. To assist in evaluating the reasons why students discontinued their attendance, the reasons were arranged under three headings as follows: positive reasons, negative reasons, and neutral reasons which are neither negative or positive. Positive reasons are reasons which are compatible with completion of educational objectives. Negative reasons are judged by the writers as direct barriers to or as dissatisfaction with continuing one's education. Neutral reasons represent, typically, postponement of

one's educational activities rather than failure or continued barriers to educational success. Neutral responses may represent circumstances of the students' choosing or those which were beyond his choice.

The reasons for discontinuing attendance at H.A.C.C. which former students rated as very important and the frequency with which specific reasons were so rated are listed as follows:

Reason	Frequency N	%
Positive		
To attend another college	232	18.0
Completed objectives	132	10.2
Total	364	28.2
Negative		
Lack of financing	95	7.4
Lack of interest	82	6.3
Inadequate achievement	71	5.5
Courses were inadequate	52	4.0
Total	300	23.2
Neutral		
Volunteered or drafted for Armed Forces	199	15.4
Employment	158	12.2
Marriage	90	7.0
Still taking courses	53	4.1
Moved from H.A.C.C. area	52	4.0
Other, miscellaneous	50	3.9
Illness	24	1.9
Total	626	48.5
Total, all responses	1290	100.0

Nearly three-tenths (28.2%) of the reasons rated as very important are positive ones, namely, they indicate that the student had either completed his objectives or transferred to another college. Just under one-fourth (23.2%) of the reasons listed are negative ones. These

include lack of financing, lack of interest or achievement, or inadequate courses. About one-half of the reasons listed are neutral ones, that is, they typically reflect more of a postponement of educational objectives rather than dissatisfaction or failure with them. However, it must be recognized that some of the "neutral" reasons do probably reflect some giving up of attempts to continue one's education. Also, research on reactions to "cognitive dissonance" indicates that students might tend to cover up their self-perceived failures, both to themselves and to others (Festinger, 1963).

From Table 11 we can note several differences in the reasons checked by males and females for discontinuing their education at H.A.C.C. Females tended to list more positive reasons and fewer neutral reasons than males. Proportionally, more females than males indicated that they completed their educational objectives. Of course, the nearly 200 males who volunteered for or were drafted into the Armed Forces increases the extent of neutral reasons attributed to males. Regarding negative reasons, proportionally more females than males indicated lack of interest, and proportionally more males than females indicated inadequate achievement. Regarding neutral reasons, proportionally more females indicated employment, marriage, moved from the H.A.C.C. area, and illness as reasons for discontinuing attendance at H.A.C.C. As was mentioned before, males more than females volunteered or were drafted for the Armed Forces or noted that they were still taking courses at H.A.C.C.

Table 12 contains information about the reasons rated as very important for discontinuing attendance at H.A.C.C. by curricular groups.

Transfer students, more than career students, noted positive reasons (notably, attendance at another college) for discontinuing attendance at H.A.C.C. Career students noted slightly more negative reasons, and significantly more neutral reasons, than did transfer students. Nearly half of the special students noted positive reasons for discontinuing their education, and only about two-tenths of them noted negative reasons. It may be of interest that three-tenths of the developmental students noted positive reasons for discontinuing their attendance and four-tenths noted negative reasons. Expectedly, proportionally more developmental students indicated negative reasons for discontinuing their education than students from other curricular groups.

Plans for Further Study at H.A.C.C.

If we assume that education for self and career fulfillment should continue throughout one's life, the number of non-persisting students who planned to return to H.A.C.C. for further study may be of interest. Table 13 contains such data for each of several curricular groups. Overall, nearly one-half (44.1%) of the respondents indicated that they did plan to return to H.A.C.C. for further study. When we consider also those from the respondent group who transferred to four-year colleges or universities (33.6% had attended senior institutions since leaving H.A.C.C. and 29.7% reported either studying for or having received the bachelor's degree), these data suggest that most non-persisting students should not properly be considered as educational "drop-outs." In all, six-tenths (59.6% or 513 or 860 respondents) of the respondents have either continued their education at senior institutions or planned to

take additional courses at H.A.C.C. An additional 6.0 percent or 52 noted both.

Some differences among former students from different curricular groups were noted in the plans for further study at the College. The greatest evidences of intent to return to H.A.C.C. for further study came from former students in police administration and related areas (68.8%), engineering and related technology (64.2%), business administration (61.8%), and business career programs (55.6%). The least intent was reported by respondents who had been in areas of secretarial and office studies (22.6%), liberal arts (32.6%), and the developmental program (26.3%).

Activities After Leaving H.A.C.C.

In this section we examine briefly the types of activities reported by the respondents, to include employment and continued education. For employed students, locations of job, congruence of job with curriculum enrolled in at H.A.C.C., and salaries are examined. The types and extent of educational achievement are examined for respondents who reported continued educational activities.

General Activities

One-half (47.9%) of the respondents were employed full time, two-tenths (20.6%) were in the military services, two-tenths (19.2%) were full-time students, and 6.8 percent were housewives. The remainder reported themselves as being employed part time, as part-time students, or involved in other types of activities (Table 14).

Figure 4 illustrates the activities reported separately by males and females. Females reported full-time employment more than did males (54.9% and 44.3%). About two-tenths(19.2%) of both males and females reported themselves as full-time students. Two-tenths (19.8%) of the females reported themselves as housewives. Three-tenths (31.0%) of the males reported themselves as being in one of the military services.

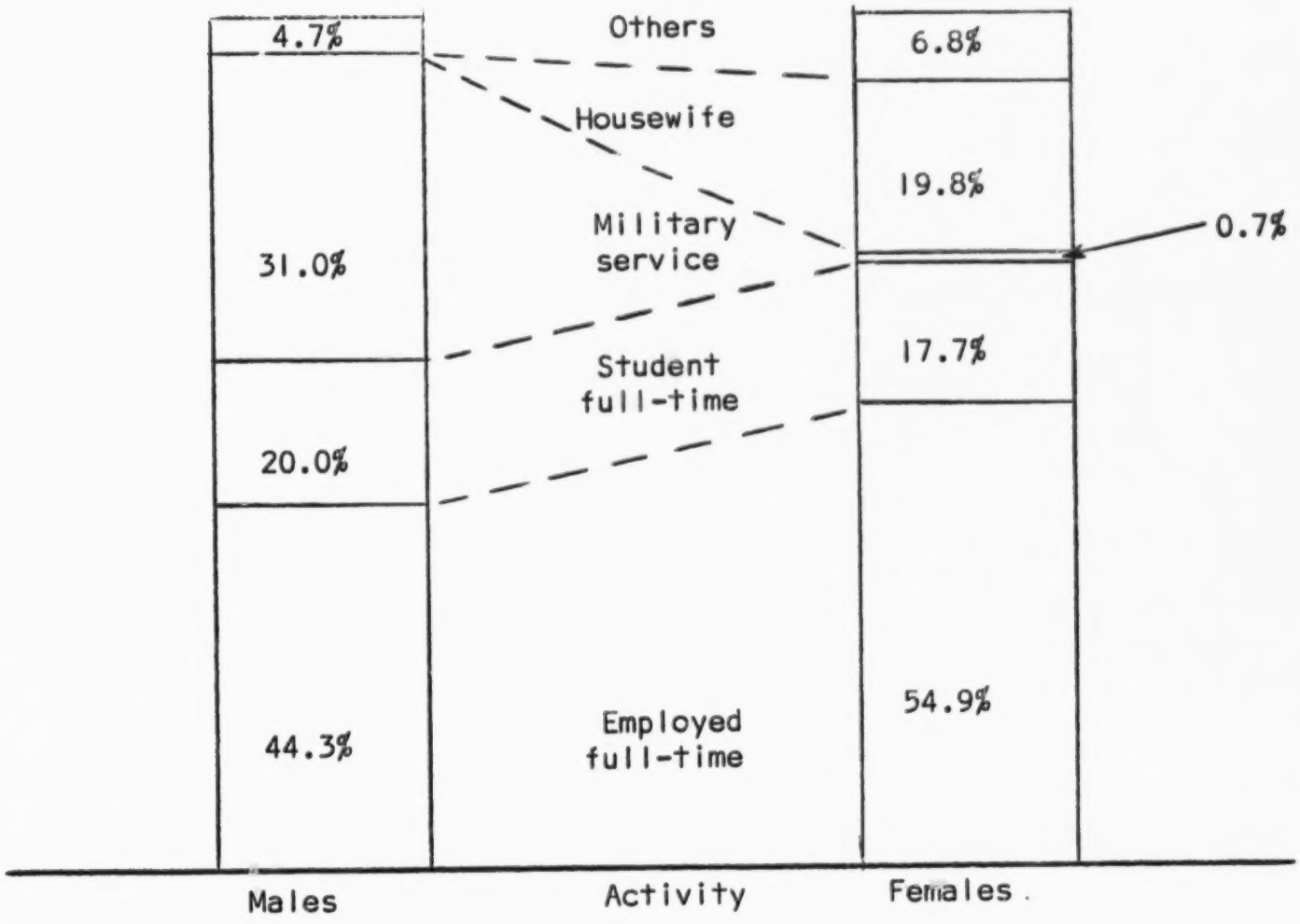

Figure 4. Activities of Respondents as Percentages of the Respective Male and Female Group.

Table 15 and Figure 5 show information about the current activities of students who were last enrolled in career, transfer, developmental, or special programs. Career students reported full-time employment more than transfer students (64.0% and 40.0%). One-fourth (26.0%) of the transfer students and just five percent (4.8%) of the career students reported being full-time students. One-fourth (25.9%) of career students reported themselves as currently serving in the military, whereas one-fifth (21.0%) of the transfer students reported military service. Over half of the former developmental and special students reported full-time

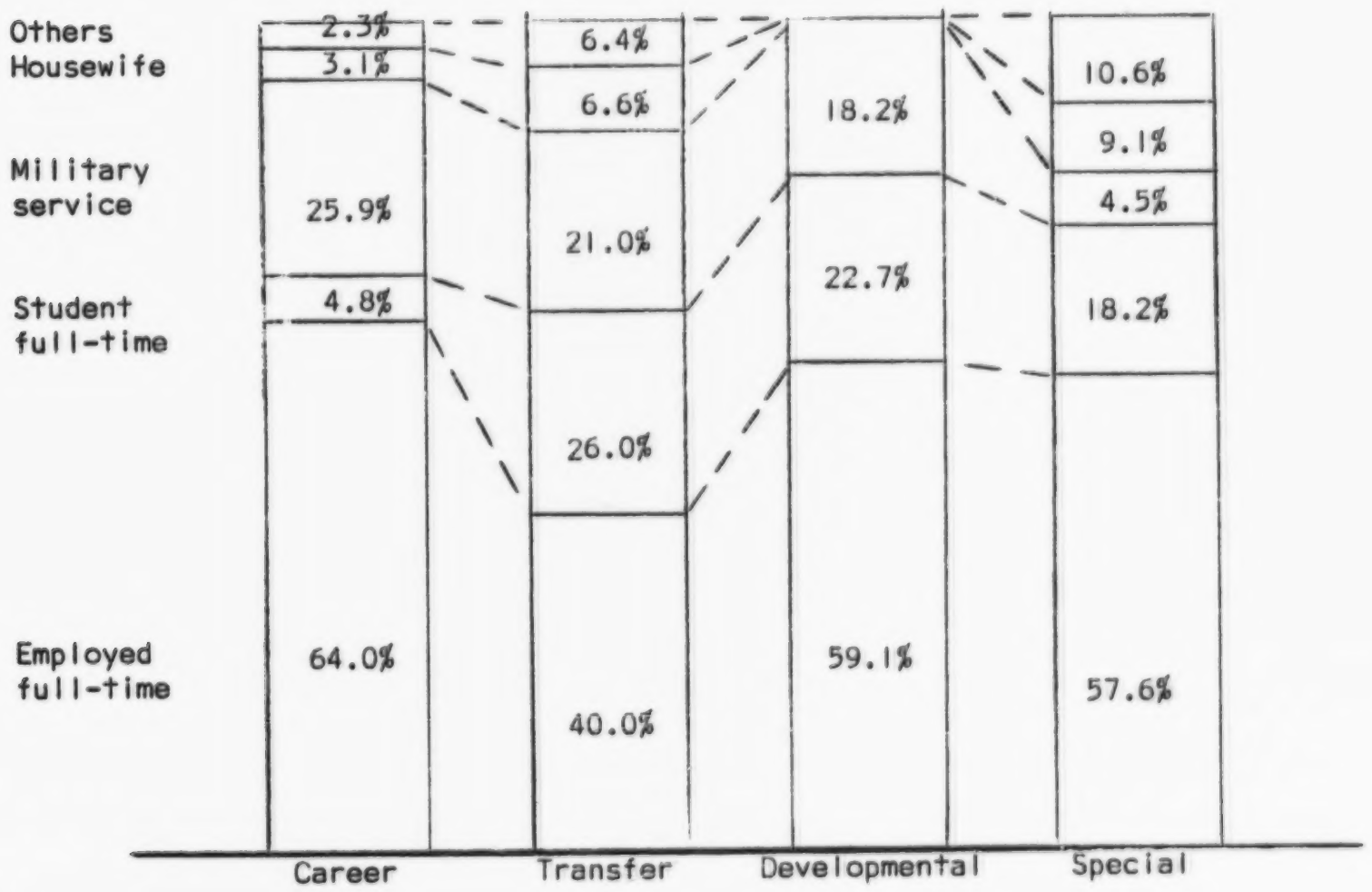

Figure 5. Activities of Respondents as Percentages of the Respective Career, Transfer, Developmental, and Special Curricular Groups.

employment, and about one-fifth of the respondents from these groups reported full-time attendance at some type of educational institution. Variations in current activities reported by former students from specific curricular groups can be noted from Table 15.

Employment

Eight-tenths (80.7%) of the respondents who reported full-time employment were currently employed in the Harrisburg tri-county area (Table 16). Nine-tenths (91.4%) were currently employed somewhere in Pennsylvania including the Harrisburg area, and the remaining one-tenth (8.6%) were employed out of state.

If we assume that former students who were enrolled in career programs were seeking preparation for careers in specific occupational areas, the extent of congruence between their current employment and their curricular areas while at the Community College will be of interest. By comparing the job title reported by a respondent to the curriculum in which he was last enrolled, the writers judged congruence as being consistent, inconsistent, or indeterminate. Based upon this judgmental approach, two-thirds (66.7%) of the former students in career programs who were employed full-time reported jobs which were consistent with their curriculum at H.A.C.C. (Table 17). Secretarial students tended most to report jobs which were consistent with their curriculum, and business career students least reported jobs which were consistent with their curriculum at H.A.C.C.

Salaries earned by former students at both their initial and current full-time employment are shown separately for males and females in

Table 18. The initial average (median) salaries for males and females were $5059 and $3942, respectively. Current average salaries for males and females were $6444 and $4705. Thus, salaries for both males and females increased considerably during the brief period from last attendance at H.A.C.C. to when this study was made, a period of from less than one year to about four years.

The distributions of current salaries earned by former students who were employed full time are shown separately for males and females in Figure 6. Salaries for males appear normally distributed except for a sizeable number of over-$10,000 salaries. Salaries for females are skewed downward, with the most commonly-reported salaries at under $4500.

Table 19 contains the distributions of salaries for respondents by several curricular groups. Considering former students in career areas, highest average salaries occurred among police students ($6999) and engineering and related technology students ($6149). Lowest salaries occurred for former secretarial students ($4374). The data for transfer students, developmental students, and special students are insufficient to assure reliable interpretations in the context of this report.

Continued Educational Activities

Respondents were asked to indicate what types of educational activities they had been engaged in since their last attendance at H.A.C.C. They were asked to respond from the following list, shown in descending order of priority as established by the writers: four-year

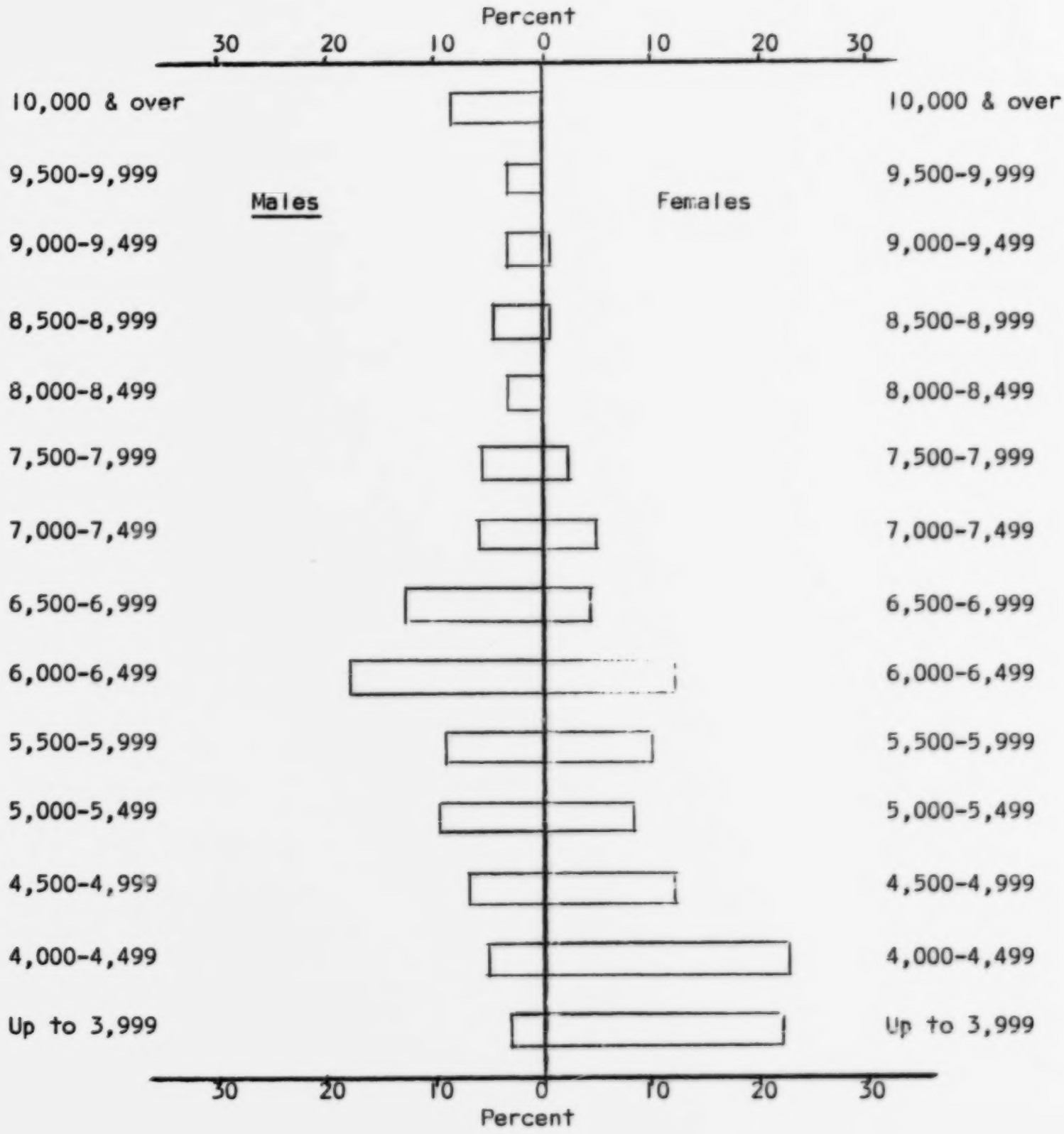

Figure 6. Current Salaries of Full-Time Employed Respondents as Percentages of the Respective Male and Female Groups.

college or university, employer-training program, trade or business school, other, or none. Where more than one type of activity was indicated, only the type of activity to which the writers assigned the highest priority was recorded for analyses.

One-third (33.6%) of the respondents reported attendance at four-year colleges or universities either full time or part time since leaving H.A.C.C. An additional one-third (32.8%) reported that they participated in no type of educational activity since last attending H.A.C.C. Table 20 contains data about the continued educational activities separately for males and females. Proportionally, attendance at four-year colleges or universities was about equal for males and females. However, males reported other educational activities to a greater extent than females. Four-tenths (38.3%) of the females and three-tenths (29.2%) of the males reported not participating in any educational activity since leaving H.A.C.C.

Table 21 contains data about the continued educational activities by curricular groups. Expectedly, former students in career areas continued their education to a considerably lesser extent than did former students in transfer areas. About one-tenth (9.8%) of the career students and over four-tenths (43.5%) of the transfer students reported attendance at four-year colleges or universities since leaving H.A.C.C. Interestingly, developmental students and special students reported a greater extent of continued college attendance than did career students; however, the data for former developmental students should be viewed with caution due to the low number of respondents (N = 22). Relatively

little variation was noted in the extent of continued educational activities by specific transfer curricular groups.

Respondents were asked to indicate their levels of achievement at four-year colleges or universities as follows: now studying for bachelor's degree, expect bachelor's degree this year, received bachelor's degree, enrolled in full-time graduate study, or enrolled in part-time graduate study. These data are shown separately for males and females in Table 22. Whereas we previously noted that males and females reported proportionally equal attendance at four-year colleges and universities, females tended more than males to have already received their bachelor's degrees. One-third (34.1%) of the females who reported attendance at four-year colleges and universities had already received their bachelor's degrees at the time of completing the questionnaire during spring 1969, whereas only one-fourth (24.0%) of the males had earned their bachelor's degrees. Certain data from a study of graduates from the College indicate that, in part, the type of curriculum may affect the length of time required to complete the bachelor's degree (Snyder and Blocker, 1969).

Four-tenths of the 189 former transfer students expected to earn their bachelor's degrees by 1969 (Table 23). Half of the former elementary and secondary education students had earned their bachelor's degrees or expected to earn them during 1969 (Table 24). As previously noted,(Table 21), very few career students reported attendance at four-year colleges or universities.

Evaluations of the College

In this section the responses of former students to a number of features of their college experience at H.A.C.C. are presented and examined, including general subjects, technical or professional subjects, several other aspects of the educational program, and their recommendations of the College to prospective students.

General Subjects

Former students were asked to rate general subjects as "highly beneficial," "desirable, but not essential," or "of little or no value." They were instructed to rate only those subject areas in which they completed two or more courses. Figure 7 shows ratings of general subjects as "highly beneficial" separately by former students in career and transfer programs. Ratings by developmental and special students were provided by too few individuals to include in the figure. Notable differences were found between the ratings by former career students and transfer students on four of seven general subjects. Former career students rated mathematics much higher than did former transfer students. Former students in transfer programs rated English, social and behavioral sciences, and humanities higher than did those who were in career programs.

There were several notable differences in the ratings of general subjects by specific curricular groups (Table 25). Among career students, police students gave generally higher ratings to most subjects. Secretarial students rated English highest, engineering technology students rated mathematics highest, and engineering technology students

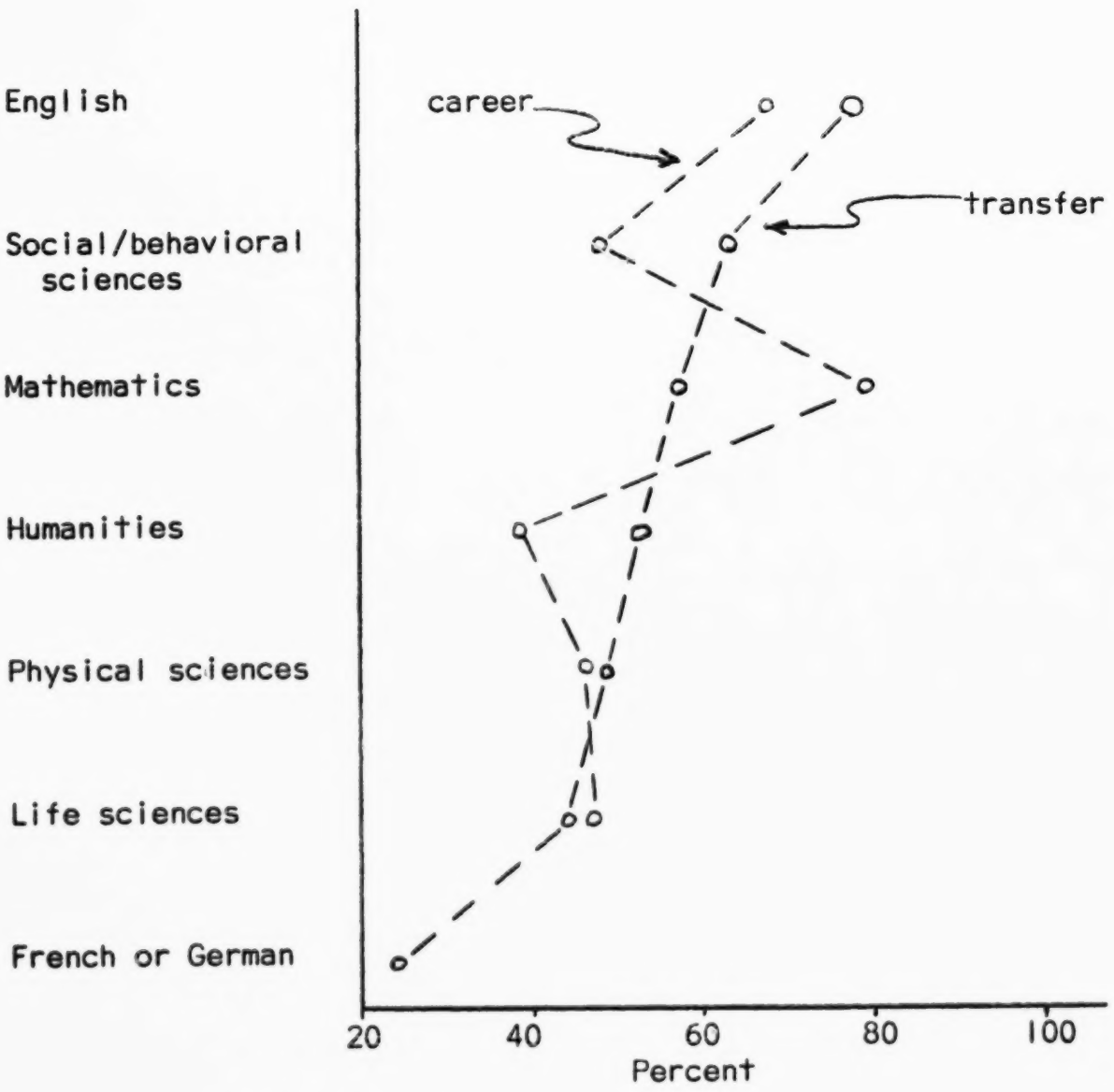

Figure 7. Percentage Ratings of General Subjects as Highly Beneficial by Career and Transfer Groups.

rated social and behavioral sciences lowest by far. Special students rated most subjects higher than did other respondents. Among transfer students, specific curricular groups rated subjects highest which were central to their academic interest; for example, engineering and mathematics and physical sciences students rated mathematics and physical

sciences as high, language arts students rated English as high, and so forth.

Technical or Professional Subjects

Respondents were asked to rate certain technical or professional subjects according to the same instructions as were given for rating general subjects. Analyses of subject ratings were limited to selected student groups who were required to schedule a subject in order to earn an associate degree. It is important to remember that the respondent was not rating how well given courses were conducted, but, rather, how beneficial they were to him.

The ratings of technical or professional subjects by selected curricular groups are shown in Figure 8 and Table 26. Generally, subjects which were central to a given curriculum were rated as highly beneficial by more than 80 percent of the students in that curriculum. Several exceptions were found, however. Only one-fourth (27.3%) of the business career students rated data processing as highly beneficial. Only six-tenths (57.1%) of the food services students rated food services subjects as highly beneficial. Marketing was rated as highly beneficial by just two-thirds (65.0%) of the business career students and six-tenths (60.0%) of the business transfer students. Office studies were rated as highly beneficial by just one-half (50.0%) of the secretarial and office studies students.

The patterns of evaluations of both general and technical subjects by non-persisting students, current students, and graduates can be compared by reference to previous studies (Snyder and Blocker, 1969a, 1969b).

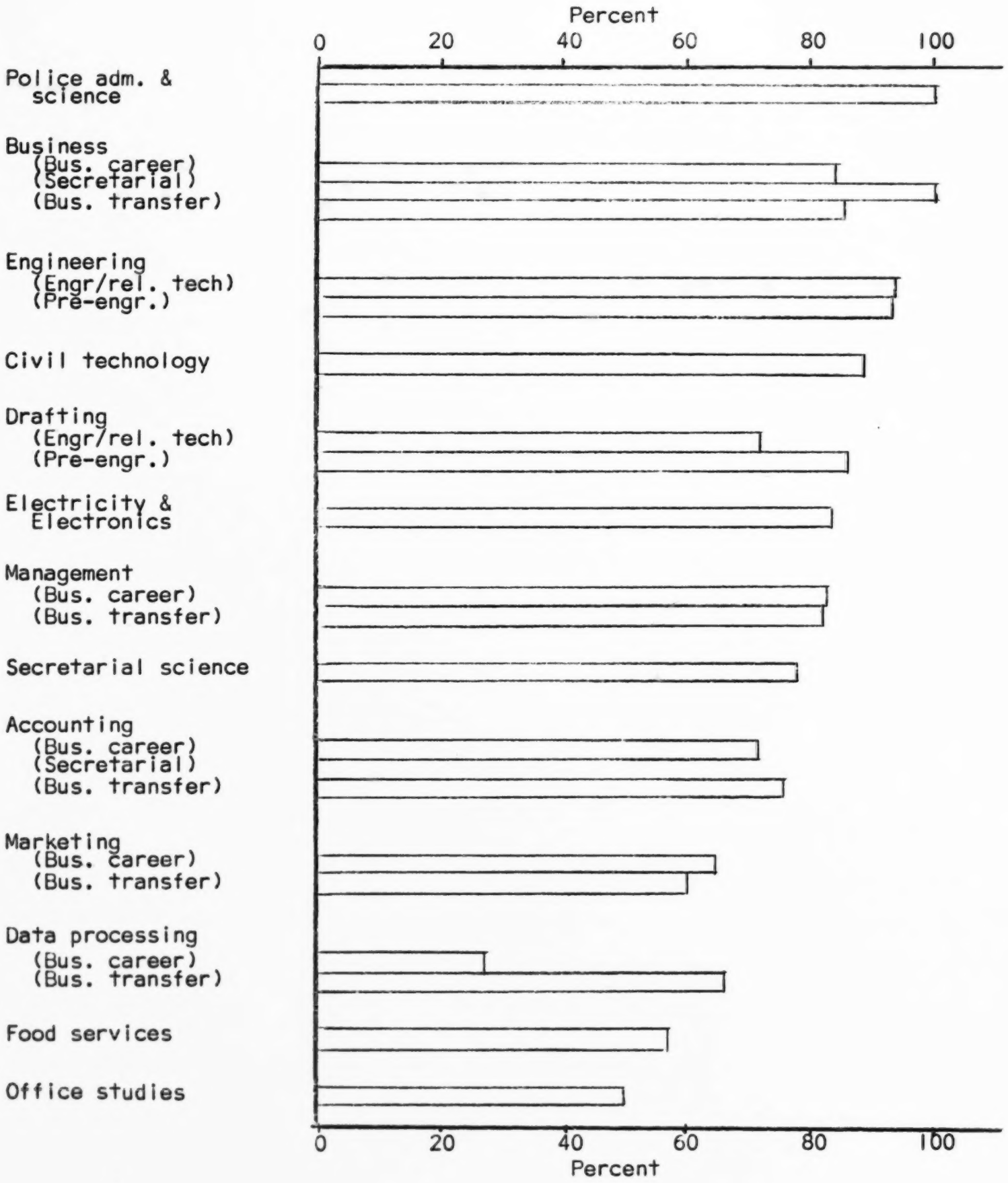

Figure 8. Percentage Ratings of Technical or Professional Subjects as Highly Beneficial by Selected Curricular Groups.

Aspects of the Educational Program

Respondents rated six aspects of the educational program as "superior," "good," "fair," "poor," and "cannot rate." These aspects included courses, generally; instruction; academic advisement; advisement in employment or transfer; personal counseling; and student activities. The ratings of these aspects as superior or good by four curricular groups including career, transfer, developmental, and special groups are shown in Table 27.

Figure 9 shows ratings only for career and transfer students.

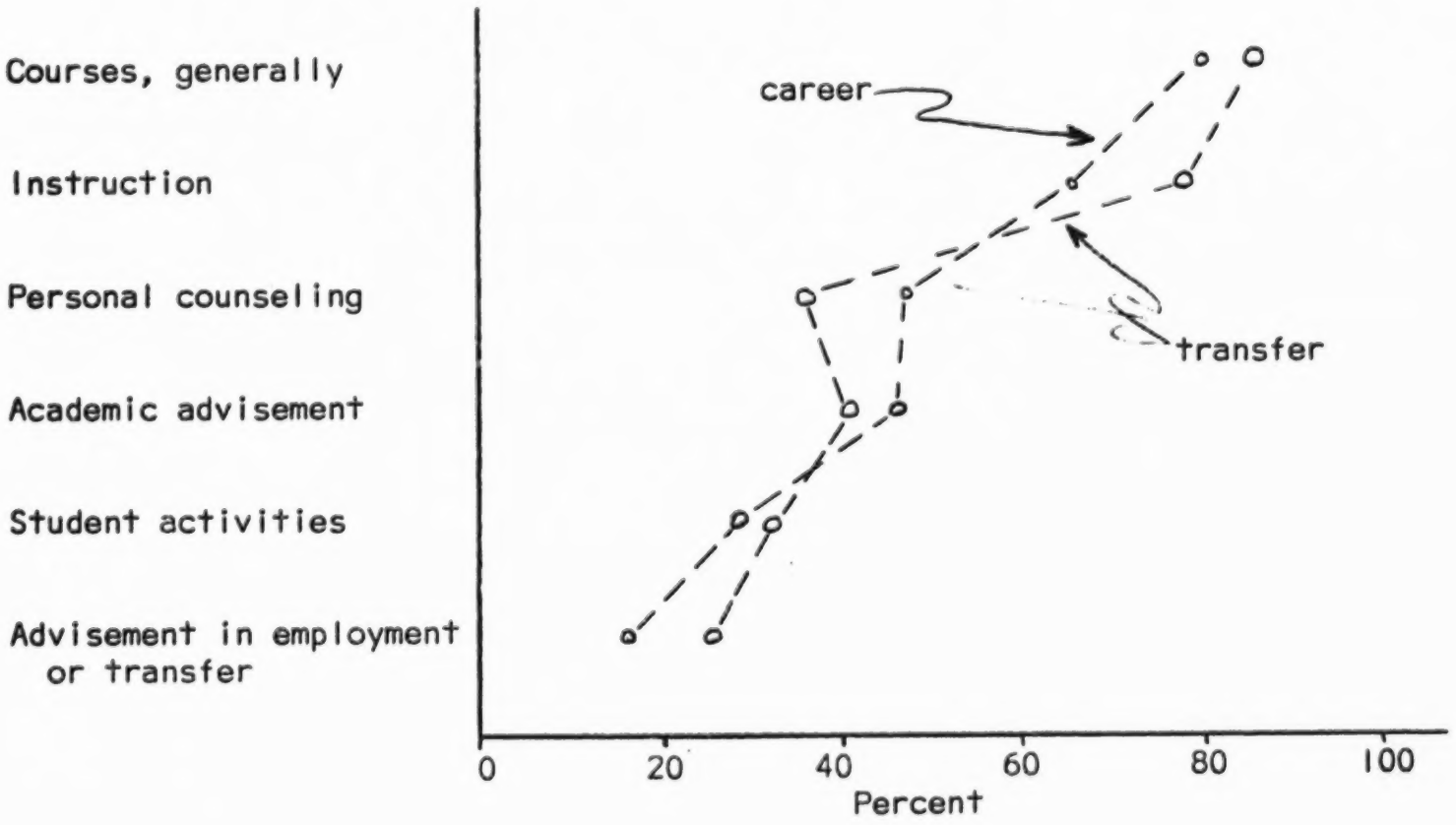

Figure 9. Percentage Ratings of Aspects of the Educational Program as Superior or Good by Career and Transfer Curricular Groups.

For all raters, courses were rated highest and instruction was rated next highest. Counseling, advisement, and student activities were rated notably lower. Transfer students gave higher ratings to four of the six aspects than did career students. Instruction was rated higher by transfer students (79.1%) than by career students (66.5%). Personal counseling was rated higher by career students (47.3%) than by transfer students (35.8%). Student activities were rated low by each curricular group, and lowest by developmental (15.8%) and special (9.1%) students. Advisement in employment or transfer was rated lowest of the six aspects by career and transfer groups. There were few notable variations in ratings among groups within career areas or transfer areas.

Recommendation of H.A.C.C.

Between eight-tenths and nine-tenths (85.9%) of the former student respondents answered "yes" to the question "Would you recommend H.A.C.C. to a person seeking to complete the same program you studied?" Table 28 contains the recommendations of respondents according to certain characteristics of the respondents and of their academic achievement. No differences were found in responses of former students by sex, marital status, attendance at a prior college, or number of credits completed. Differences were found by age and date of last attendance. Students of ages 30 and up gave more favorable recommendations than younger students. Students who last attended during the period from fall 1966 through spring 1969 gave more favorable recommendations than students who last attended during the early years of the College, from fall 1964 through summer 1966. Respondents were in broad agreement in

all curricular groups except former developmental students, a considerably larger percentage of whom would not recommend the College.

As an added measure of respondents' interest in the College, it is worth noting that 87.7 percent indicated that they would like to receive a summary of the report from this study. Also, as previously noted, nearly one-half of the respondents indicated that they do plan to return to H.A.C.C. for further study.

Summary and Implications

This study of non-persisting students provides information about former students at the Harrisburg Area Community College who discontinued their attendance without having earned an associate degree or certificate. A previous study provided similar information about graduates from the College. Information for this study was obtained through responses to questionnaires which were mailed to students who matriculated on campus during the period from fall 1964 through fall 1966, who had not earned associate degrees by the end of the fall 1968 semester, and who were not enrolled for classes during the spring 1969 semester. Usable questionnaires were received from 51.6 percent of a deliverable population of 1666 former students.

Two-thirds of the respondents were men, and one-third were women. Over six-tenths of the males were single, and less than one-half of the females were single. The average age of male and female respondents was just under 22 years. About one-eighth of the females reported ages of 30 years or older. Two-tenths of the respondents indicated attendance at either a two-year or four-year college prior to entering H.A.C.C.

Of all students who matriculated at H.A.C.C. from 1964 through 1966, about one-third had received associate degrees by 1968. Students in transfer programs earned degrees at a higher rate than those in career programs; about one-third and one-fourth, respectively, earned degrees. Large variations in the proportions of matriculants who received degrees from various curricular areas were found.

Respondents reported a wide range in the number of credit hours completed, from less than six credits to over 60 credits. Males reported an average of 33 credit hours completed, and females reported an average of 26 credit hours completed.

About two-thirds of the respondents indicated that their initial educational goal was to earn an associate or higher degree. Just one-third of the respondents indicated that they had achieved their initial educational goals, and one-half indicated that they had achieved their most recent goals while attending the College.

Respondents were asked to rate each of 13 possible reasons for their discontinuing attendance at H.A.C.C. Just over three-tenths of the respondents indicated positive reasons (objectives completed), about one-fourth indicated negative reasons (barriers to continuance), and about one-half of the respondents indicated neutral reasons for discontinuing their education. Reasons listed most frequently for withdrawing from the College, and the percentage of the former students who specified them, include the following:

1.	To attend another college	18.0%
2.	Volunteered or drafted for Armed Forces	15.4%
3.	Employment	12.2%
4.	Completed objectives	10.2%

Nearly one-half of the respondents indicated that they planned to return to H.A.C.C. in the future for further study. It was also noted that about one-third of the respondents had attended or were still attending a senior institution following their last enrollment at H.A.C.C. Together, six-tenths of the respondents have either continued their education at senior institutions or planned to take additional courses at H.A.C.C.

Following their attendance at H.A.C.C., one-half of the non-graduating respondents were employed full-time, two-tenths were in the military services, two-tenths were currently full-time students, and seven percent were housewives. Females reported full-time employment more than did males. Two-tenths of the females reported themselves as housewives. Three-tenths of the males were serving in the Armed Forces. One-fourth of the transfer students and just five percent of the career students were full-time students.

Respondents who were employed full-time reported overwhelmingly that they were employed in the Harrisburg tri-county area. Current salaries reported by men and women who were employed full-time were $6444 and $4705, respectively. These salaries for non-graduates were noticeably lower than those reported by graduates who matriculated at H.A.C.C. during the same period as did the population for this study.

One-third of the respondents reported attendance at a four-year college or university, either full-time or part-time, since leaving H.A.C.C. An additional one-third reported that they participated in no type of educational activity since last attending H.A.C.C. Over

four-tenths of the former transfer students reported attendance at four-year colleges or universities since leaving H.A.C.C., and about one-tenth of the career students reported continuing their college education.

Non-persisting students gave generally lower ratings to seven general subject areas than did either current students or graduates of the College. However, the ratings by non-persisting former students followed the same pattern established by graduates and current students. Of the seven subjects, only English, mathematics, and social and behavioral sciences were rated as highly beneficial by 60 percent or more of the respondents. Former career students rated mathematics much higher than did former transfer students. Former students in transfer programs rated English, social and behavioral sciences, and humanities higher than did those who were in career programs. The ratings of technical and professional subjects by selected curricular groups of non-persisting students reveal that those subjects which were central to a given curriculum were usually rated as highly beneficial by more than 80 percent of the students in that curriculum.

In rating several aspects of the educational program at H.A.C.C., transfer students gave higher ratings to four of the six aspects than did career students. Courses and instruction were rated highest, by nearly eight-tenths and by about two-thirds of the respondents, respectively. Advisement, counseling, and student activities were rated lower.

Between eight-tenths and nine-tenths of the non-persisting former student respondents answered "yes" to the question "Would you recommend

H.A.C.C. to a person seeking to complete the same program you studied?" Nearly nine-tenths of the respondents indicated that they would like to receive a report of this study.

In sum, this report of non-persisting former students, taken with two previous research reports by the writers (1969a, 1969b), will provide a substantive basis for further studies of students, factors associated with achievement at the College, and outcomes of education at H.A.C.C. This report also provides additional insight as to the meanings of student withdrawal at the community college and the appropriateness and limitations of the term "dropout."

REFERENCES

Festinger, L. An Introduction to the Theory of Dissonance. E. P. Hollander and R. G. Hunt (eds.), Current Perspectives in Social Psychology. New York: Oxford University Press, 1963, 351-361.

Snyder, Fred A. and Blocker, Clyde E. A Profile of Students. Harrisburg, Pennsylvania: Harrisburg Area Community College, 1969a.

_____. A Profile of Graduates. Harrisburg, Pennsylvania: Harrisburg Area Community College, 1969b.

APPENDIX

TABLE I
RESPONSES FROM MATRICULANTS (1964 THROUGH 1966) WHO DID NOT EARN ASSOCIATE DEGREES BY CURRICULAR GROUPS

Curriculum[1]	Total Matriculant Group	Respondents N	Respondents % of Matric Group
Career			
Secretarial and office studies	78	40	51.3
Business career	192	103	53.6
Engineering and related technologies	159	75	47.2
Police administration and management	51	21	41.2
Transfer			
Business administration	253	122	48.2
Elementary and secondary education	312	180	57.7
Engineering	37	27	73.0
Liberal arts[2]	412	195	47.3
Unknown	73	0	0
Developmental	82	24	29.3
Special, others	173	71	41.0
Total	1822	858	47.1

[1] Although these curricula are listed as transfer or career, there are sometimes only minor distinctions between the two.

[2] Includes life sciences, communications and the arts, math and physical science, and social sciences

TABLE 2
SEX OF RESPONDENTS

	N	%
Male	563	65.5
Female	296	34.5
Total	859	100.0

TABLE 3
MARITAL STATUS OF RESPONDENTS

	Male		Female		Total	
	N	%	N	%	N	%
Single	343	63.5	133	47.0	476	57.8
Married	191	35.4	139	49.1	330	40.1
Other	6	1.1	11	3.9	17	2.1
Total	540	100.0	283	100.0	823	100.0

TABLE 4
AGE OF RESPONDENTS (AS OF DECEMBER 31, 1969)

	Male		Female		Total	
	N	%	N	%	N	%
19 to 20	8	1.5	12	4.3	20	2.4
21 to 22	300	54.8	157	56.3	457	55.3
23 to 24	142	25.9	56	20.1	198	23.9
25 to 26	36	6.6	10	3.6	46	5.6
27 to 29	26	4.7	6	2.1	32	3.9
30 or over	32	5.8	37	13.3	69	8.3
Unknown	4	.7	1	.3	5	.6
Total	548	100.0	279	100.0	827	100.0
Median	21.8		21.6		21.7	

TABLE 5
PREVIOUS COLLEGE ATTENDED BEFORE ENTERING H.A.C.C.,
BY SEX AND BY AGE OF RESPONDENTS

	Sex					
	Male		Female		Total	
	N	%	N	%	N	%
No prior college	449	80.3	227	78.5	676	79.7
Attended college	110	19.7	62	21.5	172	20.3
Total	559	100.0	289	100.0	848	100.0

	Age					
	Up to 24		25 & over		Total	
	N	%	N	%	N	%
No prior college	562	83.8	88	61.1	650	79.8
Attended college	109	16.2	56	38.9	165	20.2
Total	671	100.0	144	100.0	815	100.0

TABLE 6
DATE OF LAST ATTENDANCE AT H.A.C.C.

	N	%
1964 to summer 1966	305	35.6
Fall 1966 to summer 1967	311	36.3
Fall 1967 to spring 1969	241	28.1
Total	857	100.0

TABLE 7
NUMBER AND PERCENT OF MALE AND FEMALE RESPONDENTS
BY CURRICULAR GROUPS

Curriculum[1]	Male N	Male %	Female N	Female %	Total N	Total %
Career						
Secretarial & office studies	0	0	40	13.6	40	4.7
Business career	80	14.2	23	7.8	103	12.0
Engineering & related technologies	71	12.6	4	1.4	75	8.7
Police administration & management	21	3.7	0	0	21	2.4
Transfer						
Business administration	114	20.2	8	2.7	122	14.2
Elementary & secondary education	81	14.4	99	33.6	180	21.0
Engineering	27	4.8	0	0	27	3.1
Liberal arts[2]	124	22.0	71	24.1	195	22.8
Developmental	15	2.7	9	3.1	24	2.8
Special, others	30	5.3	41	13.9	71	8.3
Total	563	100.0	295	100.0	858	100.0

	Male N	Male %	Total Female N	Total Female %	Total N	Total %
Career	172	30.6	67	22.7	239	27.8
Transfer	346	61.4	178	60.3	524	61.1
Developmental	15	2.7	9	3.1	24	2.8
Special, others	30	5.3	41	13.9	71	8.3
Total	563	100.0	295	100.0	858	100.0

[1] Although these curricula are listed as transfer or career, there are sometimes only minor distinctions between the two.

[2] Includes life sciences, communications and the arts, math and physical science, and social science

TABLE 8
COMPARISON OF GRADUATES AND NON-GRADUATES BY CURRICULAR AREAS

Curriculum[1]	Graduates 1966-68 N	%	Non-Grads 1966-68 N	%	Total grads & non-grads N
Career					
Secretarial and office studies	38	32.8	78	67.2	116
Business career	58	23.2	192	76.8	250
Engineering & related technologies	40	20.1	159	79.9	199
Police administration & management	25	32.9	51	67.1	76
Total career	161	25.1	480	74.9	641
Transfer					
Business administration	125	33.1	253	66.9	378
Elementary & secondary education	163	34.3	312	65.7	475
Engineering	16	30.2	37	69.8	53
Liberal arts[2]	267	39.3	412	60.7	679
Total transfer	571	36.0	1014	64.0	1585
Sub-total, career & transfer	732	32.9	1494	67.1	2226
Other[3]	0	0	328	100.0	328
Total	732	28.7	1822	71.3	2554

1 Although these curricula are listed as transfer or career, there are sometimes only minor distinctions between the two

2 Includes life sciences, communications and the arts, math and physical science, and social science

3 Includes developmental, special, and guest students

TABLE 9
NUMBER OF CREDITS COMPLETED BEFORE WITHDRAWAL
BY MALE AND FEMALE RESPONDENTS

	Male		Female		Total	
	N	%	N	%	N	%
Up to 6	63	12.3	47	17.3	110	14.0
7 to 15	60	11.7	47	17.3	107	13.7
16 to 30	114	22.3	56	20.6	170	21.7
31 to 45	85	16.6	51	18.8	136	17.4
46 to 60	126	24.7	43	15.8	169	21.6
61 or over	63	12.3	28	10.3	91	11.6
Total	511	100.0	272	100.0	783	100.0
Median		33.3		26.2		30.4

TABLE 10

PRIMARY EDUCATIONAL GOAL NOTED WHEN FIRST ENROLLED AT H.A.C.C. AND DURING MOST RECENT ATTENDANCE AT H.A.C.C.

Goal	Goal During First Attendance at H.A.C.C. Male N	Male %	Female N	Female %	Total N	Total %	Goal During Most Recent Attendance Male N	Male %	Female N	Female %	Total N	Total %
Earning an associate or higher degree	368	71.3	162	63.0	530	68.6	338	66.8	151	61.1	489	64.9
Earning a certificate to improve employment or career skills	27	5.2	25	9.7	52	6.7	35	6.9	21	8.5	56	7.4
General education or self-improvement by taking one or several courses	36	7.0	26	10.1	62	8.0	41	8.1	29	11.7	70	9.3
Clarifying educational goals	46	8.9	25	9.7	71	9.2	35	6.9	18	7.3	53	7.0
Improving learning skills	18	3.5	8	3.1	26	3.4	28	5.5	9	3.6	37	4.9
Others	21	4.1	11	4.3	32	4.1	29	5.7	19	7.7	48	6.4
Total	516	100.0	257	100.0	773	100.0	506	100.0	247	100.0	753	100.0
Achievement of Goal												
Yes	174	32.1	115	41.5	289	35.3	273	52.2	131	50.0	404	51.5
No	368	67.9	162	58.5	530	64.7	250	47.8	131	50.0	381	48.5
Total	542	100.0	277	100.0	819	100.0	523	100.0	262	100.0	785	100.0

TABLE 11
REASONS RATED AS VERY IMPORTANT FOR DISCONTINUING ATTENDANCE
AT H.A.C.C. BY MALES AND FEMALES

Reason	Male N	Male %	Female N	Female %	Total N	Total %
Positive						
To attend another college	148	17.3	84	19.4	232	18.0
Completed objectives	79	9.2	53	12.2	132	10.2
Total	227	26.5	137	31.6	364	28.2
Negative						
Lack of financing	61	7.1	34	7.9	95	7.4
Lack of interest	47	5.5	35	8.1	82	6.4
Inadequate achievement	53	6.2	18	4.2	71	5.5
Courses were inadequate	31	3.6	21	4.8	52	4.0
Total	192	22.4	108	24.9	300	23.2
Neutral						
Volunteered or drafted for Armed Forces	193	22.5	6	1.4	199	15.4
Employment	96	11.2	62	14.3	158	12.2
Marriage	38	4.4	52	12.0	90	7.0
Still taking courses	41	4.8	12	2.8	53	4.1
Moved from H.A.C.C. area	24	2.8	28	6.5	52	4.0
Other, miscellaneous	32	3.7	18	4.2	50	3.9
Illness	14	1.6	10	2.3	24	1.9
Total	438	51.1	188	43.4	626	48.5
Total, all responses	857	100.0	433	100.0	1290	100.0

TABLE 12
REASONS RATED AS VERY IMPORTANT FOR DISCONTINUING ATTENDANCE AT H.A.C.C. BY CURRICULAR GROUPS*

Reason	Summary N	Summary %	Career 1 N	Career 1 %	Career 2 N	Career 2 %	Career 3 N	Career 3 %	Career 4 N	Career 4 %	Developmental N	Developmental %	Special, others N	Special, others %
Positive														
To attend another college	16	4.8	1	1.5	10	7.0	4	4.1	1	3.3	7	18.9	22	28.2
Completed objectives	15	4.5	5	7.6	6	4.2	2	2.1	2	6.7	4	10.8	15	19.2
Total	31	9.2	6	9.1	16	11.3	6	6.2	3	10.0	11	29.8	37	47.4
Negative														
Lack of financing	29	8.7	4	6.1	10	7.0	11	11.3	4	13.3	6	16.2	6	7.7
Lack of interest	27	8.1	10	15.2	9	6.3	7	7.2	1	3.3	4	10.8	4	5.1
Inadequate achievement	21	6.3	4	6.1	8	5.6	9	9.3	0	0	3	8.1	2	2.6
Courses were inadequate	16	4.8	4	6.1	5	3.5	7	7.2	0	0	3	8.1	5	6.4
Total	93	27.8	22	33.3	32	22.5	34	35.0	5	16.7	16	43.2	17	21.8
Neutral														
Volunteered or drafted for Armed Forces	71	21.2	0	0	38	26.8	22	22.7	11	36.7	1	2.7	3	3.8
Employment	65	19.4	20	30.3	22	15.5	20	20.6	3	10.0	5	13.5	7	9.0
Marriage	26	7.8	7	10.6	11	7.7	5	5.2	3	10.0	2	5.4	2	2.6
Still taking courses	15	4.5	1	1.5	8	5.6	4	4.1	2	6.7	2	5.4	4	5.1
Moved from H.A.C.C. area	14	4.2	7	10.6	4	2.8	1	1.0	2	6.7	0	0	1	1.3
Other, miscellaneous	13	3.9	2	3.0	6	4.2	5	5.2	0	0	0	0	6	7.7
Illness	7	2.1	1	1.5	5	3.5	0	0	1	3.3	0	0	1	1.3
Total	211	63.0	38	57.6	94	66.2	57	58.8	22	73.3	10	27.0	24	30.8
Total, all responses	335	100.0	66	100.0	142	100.0	97	100.0	30	100.0	37	100.0	78	100.0

TABLE 12 (continued)
REASONS RATED AS VERY IMPORTANT FOR DISCONTINUING ATTENDANCE AT H.A.C.C. BY CURRICULAR GROUPS*

Reason	Summary N	Summary %	Transfer 1 N	Transfer 1 %	Transfer 2 N	Transfer 2 %	Transfer 3 N	Transfer 3 %	Transfer 4 N	Transfer 4 %	Transfer 5 N	Transfer 5 %	Transfer 6 N	Transfer 6 %	Transfer 7 N	Transfer 7 %
Positive																
To attend another college	186	22.2	27	14.1	78	28.6	9	16.7	19	23.8	8	23.5	17	19.8	28	23.1
Completed objectives	98	11.7	16	8.4	38	13.9	5	9.3	10	12.5	3	8.8	12	14.0	14	11.6
Total	284	33.9	43	22.5	116	42.5	14	25.9	29	36.2	11	32.4	29	33.7	42	34.7
Negative																
Lack of financing	54	6.4	15	7.9	15	5.5	6	11.1	4	5.0	1	2.9	5	5.8	8	6.6
Lack of interest	47	5.6	10	5.2	14	5.1	2	3.7	8	10.0	0	0	6	7.0	7	5.8
Inadequate achievement	45	5.4	14	7.3	10	3.7	1	1.9	4	5.0	1	2.9	8	9.3	7	5.8
Courses were inadequate	28	3.3	2	1.0	7	2.6	2	3.7	6	7.5	4	11.8	2	2.3	5	4.1
Total	174	20.7	41	21.5	46	16.8	11	20.4	22	27.6	6	17.6	21	24.4	27	22.3
Neutral																
Volunteered or drafted for Armed Forces	124	14.8	44	23.0	29	10.6	9	16.7	6	7.5	7	20.6	17	19.8	12	9.9
Employment	81	9.7	30	15.7	18	6.6	8	14.8	6	7.5	2	5.9	4	4.7	13	10.7
Marriage	60	7.2	8	4.2	30	11.0	4	7.4	6	7.5	3	8.8	2	2.3	7	5.8
Still taking courses	32	3.8	6	3.1	6	2.2	5	9.3	7	8.8	1	2.9	4	4.7	3	2.5
Moved from H.A.C.C. area	37	4.4	6	3.1	14	5.1	2	3.7	1	1.3	1	2.9	4	4.7	9	7.4
Other, miscellaneous	31	3.7	9	4.7	9	3.3	0	0	2	2.5	3	8.8	4	4.7	4	3.3
Illness	16	1.9	4	2.1	5	1.8	1	1.9	1	1.3	0	0	1	1.2	4	3.3
Total	381	45.4	107	56.0	111	40.7	29	53.7	29	36.2	17	50.0	36	41.9	52	43.0
Total, all responses	839	100.0	191	100.0	273	100.0	54	100.0	80	100.0	34	100.0	86	100.0	121	100.0

* Identification of curricular groups:

Career
1 Secretarial & office studies
2 Business career
3 Engineering & related technology
4 Police administration, management, corrections, public service

Transfer
1 Business administration
2 Elementary & secondary education
3 Pre-engineering
4 Language arts
5 Life sciences
6 Math & physical science
7 Social science

TABLE 13
PLANS TO RETURN TO H.A.C.C. FOR FURTHER STUDY
BY CURRICULAR GROUPS

Curriculum[1]	N	N of Resp.	%
Career			
Secretarial & office studies	7	31	22.6
Business career	50	90	55.6
Engineering & related technologies	43	67	64.2
Police administration & management	11	16	68.8
Transfer			
Business administration	63	102	61.8
Elementary & secondary education	61	161	37.9
Pre-engineering	10	24	41.7
Liberal arts[2]	57	175	32.6
Developmental	5	19	26.3
Special, others	20	57	35.1
Total	327	742	44.1

[1] Although these curricula are listed as transfer or career, there are sometimes only minor distinctions between the two.

[2] Includes life sciences, communications and the arts, math and physical science, and social science.

TABLE 14
CURRENT EMPLOYMENT STATUS OF MALES AND FEMALES

	Male		Female		Total	
	N	%	N	%	N	%
Employed full-time	246	44.3	158	54.9	404	47.9
Employed part-time	6	1.1	9	3.1	15	1.8
Military service	172	31.0	2	.7	174	20.6
Housewife	0	0	57	19.8	57	6.8
Student full-time	111	20.0	51	17.7	162	19.2
Student part-time	3	.5	3	1.0	6	.7
Student part-time employment	12	2.2	3	1.0	15	1.8
Other	5	.9	5	1.7	10	1.2
Total	555	100.0	288	100.0	843	100.0

TABLE 15
CURRENT EMPLOYMENT STATUS OF RESPONDENTS BY CURRICULAR GROUPS*

	Summary		Career 1		2		3		4		Develop-mental		Special, others	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Employed full-time	146	64.0	28	70.0	60	58.8	46	61.3	12	57.1	13	59.1	38	57.6
Employed part-time	2	.9	0	0	1	1.0	1	1.3	0	0	0	0	2	3.0
Military service	59	25.9	0	0	27	26.5	24	32.0	8	38.1	4	18.2	3	4.5
Housewife	7	3.1	10	25.0	6	5.9	1	1.3	0	0	0	0	6	9.1
Student full-time	11	4.8	0	0	7	6.9	3	4.0	1	4.8	5	22.7	12	18.2
Student part-time	1	.4	1	2.5	0	0	0	0	0	0	0	0	0	0
Student part-time employment	0	0	0	0	0	0	0	0	0	0	0	0	4	6.1
Other	2	.9	1	2.5	1	1.0	0	0	0	0	0	0	1	1.5
Total	228	100.0	40	100.0	102	100.0	75	100.0	21	100.0	22	100.0	66	100.0

	Summary		Transfer 1		2		3		4		5		6		7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Employed full-time	206	40.0	58	47.9	64	36.4	8	29.6	23	50.0	7	31.8	18	39.1	28	36.4
Employed part-time	11	2.1	1	.8	7	4.0	0	0	0	0	2	9.1	1	2.2	0	0
Military service	108	21.0	39	32.2	27	15.3	8	29.6	4	8.7	6	27.3	15	32.6	9	11.7
Housewife	34	6.6	1	.8	20	11.4	0	0	6	13.0	1	4.5	1	2.2	5	6.5
Student full-time	134	26.0	16	13.2	53	30.1	8	29.6	12	26.1	6	27.3	11	23.9	28	36.4
Student part-time	5	1.0	2	1.7	3	1.7	0	0	0	0	0	0	0	0	0	0
Student part-time employment	11	2.1	4	3.3	1	.6	3	11.1	0	0	0	0	0	0	3	3.9
Other	6	1.2	0	0	1	.6	0	0	1	2.2	0	0	0	0	4	5.2
Total	515	100.0	121	100.0	176	100.0	27	100.0	46	100.0	22	100.0	46	100.0	77	100.0

* See Table 12 for identification of curricular groups.

TABLE 16
LOCATION OF INITIAL AND CURRENT EMPLOYMENT

	Initial		Current	
	N	%	N	%
Harrisburg tri-county area	361	83.8	346	80.7
Pennsylvania, beyond Harrisburg area	44	10.2	46	10.7
Out-of-state	26	6.0	37	8.6
Total	431	100.0	429	100.0

TABLE 17
CONGRUENCE BETWEEN JOB AND CURRICULUM

	All Respondents		Career Respondents*									
			Summary		1		2		3		4	
	N	%	N	%	N	%	N	%	N	%	N	%
Consistent	179	43.0	88	61.5	22	75.9	28	48.3	30	68.2	8	66.7
Inconsistent	118	28.4	24	16.8	2	6.9	17	29.3	4	9.1	1	8.3
Indeterminate	119	28.6	31	21.7	5	17.2	13	22.4	10	22.7	3	25.0
Total	416	100.0	143	100.0	29	100.0	58	100.0	44	100.0	12	100.0

* See Table 12 for identification of curricular groups.

TABLE 18
INITIAL AND CURRENT SALARIES REPORTED BY MALES AND FEMALES EMPLOYED FULL TIME

	Initial						Current					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Up to 3,999	46	24.1	62	56.4	108	35.9	8	3.4	31	22.1	39	10.4
4,000-4,499	22	11.5	15	13.6	37	12.3	12	5.1	32	22.9	44	11.7
4,500-4,999	24	12.6	7	6.4	31	10.3	17	7.2	17	12.1	34	9.1
5,000-5,499	29	15.2	9	8.2	38	12.6	23	9.8	11	7.9	34	9.1
5,500-5,999	17	8.9	6	5.5	23	7.6	21	8.9	14	10.0	35	9.3
6,000-6,499	17	8.9	9	8.2	26	8.6	41	17.4	17	12.1	58	15.5
6,500-6,999	6	3.1	0	0	6	2.0	29	12.3	6	4.3	35	9.3
7,000-7,499	10	5.2	1	.9	11	3.7	16	6.8	7	5.0	23	6.1
7,500-7,999	4	2.1	1	.9	5	1.7	14	6.0	3	2.1	17	4.5
8,000-8,499	7	3.7	0	0	7	2.3	8	3.4	0	0	8	2.1
8,500-8,999	2	1.0	0	0	2	.7	11	4.7	1	.7	12	3.2
9,000-9,499	3	1.6	0	0	3	1.0	8	3.4	1	.7	9	2.4
9,500-9,999	0	0	0	0	0	0	8	3.4	0	0	8	2.1
10,000 & over	4	2.1	0	0	4	1.3	19	8.1	0	0	19	5.1
Total	191	100.0	110	100.0	301	100.0	235	100.0	140	100.0	375	100.0
Median	$5059		$3942		$4587		$6444		$4705		$6012	

TABLE 19
CURRENT SALARY DISTRIBUTIONS BY CURRICULAR GROUPS*

	Summary		Career 1		Career 2		Career 3		Career 4		Developmental		Special, others	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Up to 3,999	17	12.3	7	26.9	7	13.0	2	4.3	1	8.3	0	0	0	0
4,000-4,499	19	13.8	8	30.8	8	14.8	3	6.5	0	0	4	40.0	2	5.4
4,500-4,999	9	6.5	2	7.7	4	7.4	3	6.5	0	0	2	20.0	3	8.1
5,000-5,499	18	13.0	4	15.4	7	13.0	5	10.9	2	16.7	1	10.0	3	8.1
5,500-5,999	17	12.3	4	15.4	6	11.0	7	15.2	0	0	0	0	6	16.2
6,000-6,499	20	14.5	1	3.8	7	13.0	10	21.7	2	16.7	1	10.0	7	18.9
6,500-6,999	7	5.1	0	0	3	5.6	3	6.5	1	8.3	0	0	5	13.5
7,000-7,499	9	6.5	0	0	4	7.4	4	8.7	1	8.3	0	0	5	13.5
7,500-7,999	6	4.3	0	0	2	3.7	3	6.5	1	8.3	0	0	0	0
8,000-8,499	2	1.4	0	0	1	1.9	1	2.2	0	0	0	0	2	5.4
8,500-8,999	6	4.3	0	0	3	5.6	2	4.3	1	8.3	0	0	1	2.7
9,000-9,499	2	1.4	0	0	0	0	1	2.2	1	8.3	0	0	0	0
9,500-9,999	1	.7	0	0	0	0	1	2.2	0	0	1	10.0	0	0
10,000 & over	5	3.6	0	0	2	3.7	1	2.2	2	16.7	1	10.0	3	8.1
Total	138	100.0	26	100.0	54	100.0	46	100.0	12	100.0	10	100.0	37	100.0
Median	$5675		$4374		$5582		$6149		$6999		$4749		$6320	

TABLE 19 (continued)
CURRENT SALARY DISTRIBUTIONS BY CURRICULAR GROUPS*

	Summary		Transfer													
			1		2		3		4		5		6		7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Up to 3,999	22	11.6	2	3.7	10	16.9	0	0	3	14.3	2	28.6	3	16.7	2	8.7
4,000-4,499	19	10.0	2	3.7	11	18.6	0	0	4	19.0	0	0	1	5.6	1	4.3
4,500-4,999	20	10.5	3	5.6	6	10.2	0	0	4	19.0	2	28.6	2	11.1	3	13.0
5,000-5,499	12	6.3	4	7.4	3	5.1	0	0	2	9.5	0	0	1	5.6	2	8.7
5,500-5,999	12	6.3	4	7.4	5	8.5	0	0	2	9.5	0	0	0	0	1	4.3
6,000-6,499	30	15.8	10	18.5	12	20.3	3	37.5	1	4.8	0	0	2	11.1	2	8.7
6,500-6,999	23	12.1	10	18.5	6	10.2	0	0	0	0	0	0	2	11.1	5	21.7
7,000-7,499	9	4.7	1	1.9	3	5.1	0	0	2	9.5	1	14.3	0	0	2	8.7
7,500-7,999	11	5.8	3	5.6	1	1.7	1	12.5	0	0	0	0	4	22.2	2	8.7
8,000-8,499	4	2.1	2	3.7	0	0	0	0	1	4.8	1	14.3	0	0	0	0
8,500-8,999	5	2.6	2	3.7	0	0	1	12.5	0	0	0	0	0	0	2	8.7
9,000-9,499	7	3.7	3	5.6	1	1.7	2	25.0	0	0	0	0	0	0	1	4.3
9,500-9,999	6	3.2	2	3.7	0	0	1	12.5	1	4.8	0	0	2	11.1	0	0
10,000 & over	10	5.3	6	11.1	1	1.7	0	0	1	4.8	1	14.3	1	5.6	0	0
Total	190	100.0	54	100.0	59	100.0	8	100.0	21	100.0	7	100.0	18	100.0	23	100.0
Median	$6166		$6599		$5416		$7999		$4937		$4874		$6499		$6549	

* See Table 12 for identification of curricular groups.

TABLE 20
TYPES OF EDUCATIONAL ENDEAVORS BY MALES AND FEMALES

	Males		Females		Total	
	N	%	N	%	N	%
Four-yr. college or university	180	33.7	94	32.4	274	33.6
Employer-training program	65	12.2	23	7.9	88	10.8
Trade or business school	21	3.9	14	4.8	35	4.3
Other	112	21.0	39	13.4	151	18.5
None	156	29.2	111	38.3	267	32.8
Total	534	100.0	290	100.0	815	100.0

TABLE 21
TYPES OF EDUCATIONAL ACTIVITIES BY CURRICULAR GROUPS*

	Summary		Career 1		Career 2		Career 3		Career 4		Develop-mental		Special, others	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Four-yr. college or university	22	9.8	1	2.6	14	14.6	5	7.2	2	10.0	5	22.7	28	43.8
Employer-training program	43	19.2	4	10.3	21	21.9	14	20.3	4	20.0	1	4.5	5	7.8
Trade or business school	8	3.6	0	0	3	3.1	5	7.2	0	0	4	18.2	1	1.6
Other	45	20.1	8	20.5	15	15.6	14	20.3	8	40.0	5	22.7	13	20.3
None	106	47.3	26	66.7	43	44.8	31	44.9	6	30.0	7	31.8	17	26.6
Total	224	100.0	39	100.0	96	100.0	69	100.0	20	100.0	22	100.0	64	100.0

	Summary		Transfer 1		Transfer 2		Transfer 3		Transfer 4		Transfer 5		Transfer 6		Transfer 7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Four-yr. college or university	219	43.5	31	26.3	91	52.6	10	40.0	15	32.6	10	47.6	23	50.0	39	52.0
Employer-training program	39	7.7	15	12.7	7	4.0	4	16.0	4	8.7	3	14.3	3	6.5	3	4.0
Trade or business school	21	4.2	9	7.6	5	2.9	1	4.0	3	6.5	1	4.8	0	0	2	2.7
Other	88	17.5	25	21.2	27	15.6	5	20.0	7	15.2	3	14.3	9	19.6	12	16.0
None	137	27.2	38	32.2	43	24.9	5	20.0	17	37.0	4	19.0	11	23.9	19	25.3
Total	504	100.0	118	100.0	173	100.0	25	100.0	46	100.0	21	100.0	46	100.0	75	100.0

* See Table 12 for identification of curricular groups.

TABLE 22
LEVEL OF ACHIEVEMENT BY MALES AND FEMALES WHO ATTENDED FOUR-YEAR COLLEGES OR UNIVERSITIES

	Male		Female		Total	
	N	%	N	%	N	%
Now studying for bachelor's degree	87	58.0	49	55.7	136	57.1
Expect bachelor's this year	27	18.0	9	10.2	36	15.1
Received bachelor's degree	22	14.7	25	28.4	47	19.7
Enrolled in full-time graduate study	5	3.3	2	2.3	7	2.9
Enrolled in part-time graduate study	9	6.0	3	3.4	12	5.0
Total	150	100.0	88	100.0	238	100.0

TABLE 23
LEVEL OF ACHIEVEMENT AT FOUR-YEAR COLLEGES OR UNIVERSITIES
BY RESPONDENTS FROM CAREER AND TRANSFER GROUPS

	Career		Transfer		Total	
	N	%	N	%	N	%
Now studying for bachelor's degree	12	63.2	111	58.7	123	59.1
Expect bachelor's this year	2	10.5	32	16.9	34	16.3
Received bachelor's degree	2	10.5	34	18.0	36	17.3
Enrolled in full-time graduate study	0	0	6	3.2	6	2.9
Enrolled in part-time graduate study	3	15.8	6	3.2	9	4.3
Total	19	100.0	189	100.0	208	100.0

TABLE 24

LEVEL OF ACHIEVEMENT AT FOUR-YEAR COLLEGES OR UNIVERSITIES BY RESPONDENTS FROM TRANSFER CURRICULAR GROUPS*

	Summary		1		2		3		4		5		6		7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Now studying for bachelor's degree	111	58.7	17	63.0	43	55.1	8	88.9	10	76.9	4	40.0	12	63.2	17	51.5
Expect bachelor's this year	32	16.9	5	18.5	15	19.2	1	11.1	1	7.7	1	10.0	1	5.3	8	24.2
Received bachelor's degree	34	18.0	4	14.8	13	16.7	0	0	1	7.7	4	40.0	6	31.6	6	18.2
Enrolled in full-time graduate study	6	3.2	1	3.7	2	2.6	0	0	1	7.7	0	0	0	0	2	6.1
Enrolled in part-time graduate study	6	3.2	0	0	5	6.4	0	0	0	0	1	10.0	0	0	0	0
Total	189	100.0	27	100.0	78	100.0	9	100.0	13	100.0	10	100.0	19	100.0	33	100.0

* See Table 12 for identification of curricular groups.

TABLE 25
RATINGS OF GENERAL SUBJECTS AS HIGHLY BENEFICIAL BY CURRICULAR GROUPS*
TOTAL NUMBER OF RATERS AND PERCENTAGE RATINGS

	Total Respondents	
	N+	%
English	544	75.7
Social/behavioral sciences	477	61.2
Mathematics	418	61.2
Humanities	262	51.5
Physical science	240	47.1
Life sciences	240	45.8
French or German	123	22.0

	Career Respondents**													
	Summary		1		2		3		4		Develop-mental		Special, others	
	N+	%	N	%	N	%	N	%	N	%	N	%	N	%
English	137	67.9	21	95.2	61	78.7	46	39.1	9	77.8	4	75.0	15	93.3
Social/behavioral sciences	97	48.5	12	75.0	45	60.0	29	6.9	11	81.8	2	100.0	13	76.9
Mathematics	108	79.6	12	33.3	46	78.3	47	95.7	3	33.3	1	--	8	87.5
Humanities	31	38.7	6	33.3	14	35.7	8	37.5	3	66.7	1	100.0	5	80.0
Physical science	59	45.8	0	--	23	30.4	32	53.1	4	75.0	0	--	5	60.0
Life sciences	21	47.6	3	66.7	7	28.6	5	20.0	6	83.3	1	--	5	80.0
French or German	11	--	1	--	5	--	4	--	1	--	0	--	2	--

	Transfer Respondents**															
	Summary		1		2		3		4		5		6		7	
	N+	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
English	388	77.8	90	64.4	133	78.2	18	77.8	35	91.4	21	85.7	32	84.4	59	83.1
Social/behavioral sciences	365	63.8	80	60.0	128	71.9	16	37.5	32	62.5	18	55.6	29	20.7	62	82.3
Mathematics	301	56.8	77	64.9	92	52.2	19	89.5	26	23.1	14	57.1	34	85.3	39	33.3
Humanities	225	52.4	36	25.0	86	58.1	5	20.0	26	76.9	9	55.6	17	35.3	46	58.7
Physical science	176	47.2	40	22.5	45	37.8	17	82.4	13	38.5	9	77.8	29	86.2	23	26.1
Life sciences	213	45.1	20	30.0	94	48.9	3	33.3	24	37.5	15	93.3	17	52.9	40	27.5
French or German	110	24.5	8	--	20	30.0	1	--	31	29.0	9	22.2	17	23.5	24	25.0

* See Table 12 for identification of curricular groups.
\+ N is the total number of raters, upon which the percent rating is based.
** Dashed lines (--) indicate categorical ratings by less than five persons.

TABLE 26
RATINGS OF TECHNICAL OR PROFESSIONAL SUBJECTS BY SELECTED GROUPS*

Subject	Percent Rating Highly Beneficial**	Percent Rating Little or No Value**
Accounting[1]	71.9, 33.3, 75.3	5.3, 1.7, 6.2
Business[2]	84.0, 100.0, 85.7	2.0, 0, 1.6
Civil technology[3]	88.2	0
Corrections[4]	--	--
Data processing[5]	27.3, 66.7	18.2, 11.1
Drafting[6]	72.1, 85.7	4.6, 0
Education[7]	--	--
Electrical/electronics[8]	83.3	8.3
Engineering[9]	93.3, 90.0	0, 0
Food services[10]	57.1	0
Management[11]	82.8, 82.1	3.4, 3.6
Marketing[12]	65.0, 60.0	10.0, 15.0
Office studies[13]	50.0	0
Police administration and science[14]	100.0	0
Secretarial science[15]	77.8	0

* Rated only by students who took subject as required part of their curriculum.
** Dashed lines (--) indicate categorical ratings by less than five respondents.
1 Business career (57), secretarial (12), business transfer (81)
2 Business career (50), secretarial (7), business transfer (63)
3 Engineering technology (17)
4 Police administration, management, corrections, & public service (2)
5 Business career (11), business transfer(9)
6 Engineering technology (43), engineering (7)
7 Elementary and secondary education (3)
8 Engineering technology (24)
9 Engineering technology (15), engineering (10)
10 Business career (7)
11 Business career (29), business transfer (28)
12 Business career (20), business transfer (20)
13 Secretarial (12)
14 Police administration, management, corrections, & public service (14)
15 Secretarial (18)

TABLE 27
RATINGS OF SEVERAL ASPECTS OF THE EDUCATIONAL PROGRAM BY CURRICULAR GROUPS*

Program Aspects	Summary	Career 1 (N=36)	Career 2 (N=97)	Career 3 (N=69)	Career 4 (N=19)	Developmental (N=22)	Special, others (N=56)
	Rank Order and Percentage Rating as Superior or Good						
Your courses, generally	1 80.1	1 80.6	1 80.4	1 73.9	1 100.0	1.5 72.7	2 74.5
Instruction	2 66.5	2 66.7	2 66.0	2 63.2	2 82.4	1.5 72.7	1 78.6
Academic advisement	4 47.2	3 45.7	4 44.7	3 50.7	4 50.0	4 26.3	4 36.0
Advisement in employment or transfer	6 16.8	6 23.1	6 16.7	6 14.8	6 14.3	5 18.8	5 9.5
Personal counseling	3 47.3	4 42.4	3 46.2	4 49.3	3 57.1	3 35.0	3 40.8
Student activities	5 38.2	5 25.7	5 29.5	5 27.9	5 28.6	6 15.8	6 9.1

Program Aspects	Summary	Transfer 1 (N=117)	Transfer 2 (N=173)	Transfer 3 (N=25)	Transfer 4 (N=46)	Transfer 5 (N=22)	Transfer 6 (N=47)	Transfer 7 (N=76)
	Rank Order and Percentage Rating as Superior or Good							
Your courses, generally	1 86.8	1 86.3	1 90.8	1.5 84.0	1 89.1	1.5 77.3	1 83.0	1 82.9
Instruction	2 79.1	2 74.8	2 85.0	1.5 84.0	2 76.1	1.5 77.3	2 69.6	2 78.7
Academic advisement	3 41.1	3 40.5	3 41.7	3 48.0	3 45.5	3 45.5	3 41.3	3 34.7
Advisement in employment or transfer	6 25.9	6 19.6	6 32.7	6 26.1	6 34.2	5 27.8	6 18.6	6 19.7
Personal counseling	4 35.8	4 38.2	4 37.4	4 40.0	5 39.5	4 40.0	5 33.3	4 25.4
Student activities	5 32.2	5 28.8	5 34.9	5 36.0	4 44.2	6 21.1	4 35.6	5 23.6

* See Table 12 for identification of curricular groups.

TABLE 28
RECOMMENDATION OF H.A.C.C.

	Summary		Sex				Marital Status			
			Male		Female		Married		Single	
	N	%	N	%	N	%	N	%	N	%
Yes	680	85.9	452	86.3	227	85.0	271	87.4	371	84.5
No	112	14.1	72	13.7	40	15.0	39	12.6	68	15.5

	Age											
	19-20		21-22		23-24		25-26		27-29		30 & up	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	15	88.2	360	84.3	151	83.4	40	93.0	25	83.3	59	95.2
No	2	11.8	67	15.7	30	16.6	3	7.0	5	16.7	3	4.8

	Date Last Attended						Transfer Status			
	1964-Summer 1966		Fall 1966-Summer 1967		Fall 1967-Spring 1969		Attended prior college		No prior college	
	N	%	N	%	N	%	N	%	N	%
Yes	227	81.9	252	88.4	199	87.3	145	87.9	532	85.4
No	50	18.1	33	11.6	29	12.7	20	12.1	91	14.6

	Number of Credits Completed											
	1-6		7-15		16-30		31-45		46-60		61 & up	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	80	86.0	77	78.6	142	87.7	113	89.0	133	84.2	78	88.6
No	13	14.0	21	21.4	20	12.3	14	11.0	25	15.8	10	11.4

TABLE 28 (contd)
RECOMMENDATION OF H.A.C.C.

	Summary		Career* 1		2		3		4		Developmental		Special, others	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	188	85.1	29	78.4	85	87.6	56	82.4	18	94.7	11	57.9	48	85.7
No	33	14.9	8	21.6	12	12.4	12	17.6	1	5.3	8	42.1	8	14.3

	Summary		Transfer* 1		2		3		4		5		6		7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	431	87.2	104	91.2	149	86.6	22	81.5	40	93.0	18	81.8	39	84.8	59	84.3
No	63	12.8	10	8.8	23	13.4	5	18.5	3	7.0	4	18.2	7	15.2	11	15.7

* See Table 12 for identification of curricular groups.